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ABSTRACT

This research shows that students often lack the ability to set appropriate goals for their learning. The students in this study did not take ownership in their education, and expected teachers to make decisions for them. The students in the study were fifth grade students in middle class communities in the Midwest. Analysis of probable cause data revealed that students were unable to foresee their future, and therefore do not construct long-term goals. Children who did attempt to set academic goals for themselves were unable to do so realistically. Because students were not involved in keeping track of their progress, they had a misconstrued perception of their writing ability. A review of solution strategies revealed that by setting their own goals in writing, students were more likely to be motivated and take ownership in their learning. When tracking progress, students were more goal-oriented and had the ability to see their writing progress and create further goals. Students who continued to see success of their writing goals had a higher level of self-efficacy. The results of this research revealed an increase in student writing ability. Appendixes contain a staff goal-setting survey with results; a student goal-setting survey with results; a persuasive/expository paper rubric; a narrative paper rubric; a parent goal-setting survey with results; expository and narrative writing prompts; a student goal chart; a parent post goal-setting survey with results; a student post goal-setting survey with results; and a letter to parents. (Contains 21 figures and 35 references.) (Author/RS)

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IMPROVING STUDENT WRITING THROUGH THE USE OF GOAL SETTING

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

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ABSTRACT

This research showed that students lacked the ability to set appropriate goals for their learning. The students did not take ownership in their education, and expected the teacher to make decisions for them. The targeted population consisted of fifth grade students in middle class communities located in the Midwest.

Analysis of probable cause data revealed that students were unable to foresee their future, therefore, they do not construct long-term goals, and they focused on only the present. Children who did attempt to set academic goals for themselves were unable to do so realistically. Because students were not involved in keeping track of their progress, they had a misconstrued perception of their writing ability. Educators have found that the students were not working to their full writing potential because they were not setting goals for themselves.

A review of solution strategies revealed that by setting their own goals in writing, students were more likely to be motivated and to take ownership in their learning. When tracking progress, students were more goal-orientated and had the ability to see their writing progress and create further goals. Students who continued to see success of their writing goals had a higher level of self-efficacy.

The results of this research revealed an increase in student writing ability. It was the opinion of the researchers that these goal setting strategies should be continually used to help increase success in student writing.

SIGNATURE PAGE

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted fifth grade classes exhibited difficulties in making improvements within their writing. Evidence for the problem included performance on weekly writing assignments, documentation of writing levels, and ISAT writing rubric scores that indicated student performance.

Immediate Problem Context

For the purpose of this study, we referred to our schools as Site A, Classrooms 1 and 2, and Site B. Sites A and B were elementary schools located within the same district, therefore the district section are covered together. The surrounding communities however, were separate for Site A and Site B and are covered individually.

Site A Description

Site A was a T-shaped, one-story, brick building, which was built in 1990. The parking lot was centered on the northern front side of the building. Encompassing the school grounds were two playground areas, complete with a jungle gym and a blacktop section with basketball hoops. These were located on the southwest and northeast sides of the building. A man-made lake and a baseball field were located on the west side of the school. Because the building was situated near two major streets, 90% of the population was bussed to and from school. Twelve regulation busses, as well as three special needs busses, were rented for the school.

When entering Site A, visitors were buzzed in by the front office, which was located just inside the front of the main doors. The front office housed a main office area, as well as a nurse's office, conference and copy room, principal and assistant principal offices, storage rooms, and a lounge. The building housed 30 classrooms. There were five classes of each grade, 1st through 5th grade. Kindergarten used three rooms and three rooms were allocated for self-contained learning disabled and emotionally disturbed students. The building also contained two music rooms, a gym, an art room, and a multi-purpose room with a kitchen. There was a separate hallway with five small rooms used by the special service educators.

The staff in Site A consisted of a principal, an assistant principal, 2 secretaries, 31 Kindergarten through fifth grade teachers, 3 of which are special education, 12 teacher assistants, 2 gym teachers, 2 music teachers, 1 art teacher, 10 special service educators, 7 lunch supervisors, and 4 custodians. The library housed one full-time librarian who was also the technology facilitator and two full-time assistants. There was an enormous amount of parental support in this building. Over 200 parent volunteers helped throughout the building as copy moms, room moms, library moms, teacher helpers, and served on various PTA committees.

Before and after school programs included school-sponsored activities such as student council, sports club, computer club, Just Say No, chorus, and band. These programs were usually offered to fourth and fifth grade students. The building was also used for before-and-after school care, Girl Scouts, Boy Scouts, soccer, baseball, and cheerleading practice.

According to the 2001 District Report Card, the total enrollment for Site A was 706 students. The racial ethnic distribution of the students was as follows: 80% White, 12.6% Asian/Pacific Islander, 4.5% Hispanic, and 2.8% Black. The attendance rate was 96.5%, while the mobility rate was 5.8%. There was no reported chronic truancy. Two point five percent

of the students had limited English proficiency, and 1.3% of the students were considered low income.

Site B Description

Site B is also set in a suburb outside of a major city in a residential area. The one story brick building is located near railroad tracks and a garbage dump. The front of the school faces south, and there is a field to the east and homes to the west. There are two parking lots, one in the front and the other in the back of the school. One playground is on the northwest side of the building where third, fourth, and fifth graders play. The other playground is on the northeast side of the building. That is where the guided, first, and second graders have recess.

As one walks into Site B the main office is straight ahead. In the main office, there is a principal's office, a workroom, a conference room, a book room, and a nurse's office.

Site B's staff consists of: 1 principal, 22 kindergarten through fifth grade teachers with three instructional aides for inclusion students. There are two guided teachers with seven classroom aides, one autism teacher, two physical education teachers, one full-time music teacher, one part-time band teacher, and one art teacher. There is one resource consultant with a full-time resource assistance aide, and one librarian/technology teacher with two full-time library aides.

There are two full-time reading specialists, two full-time Bright Start reading aides, two speech therapists, one full-time social worker, and one part-time psychologist. The bilingual program consists of one full-time bilingual teacher, one P.E.P. coordinator, and two full-time P.E.P. tutors. The office personnel includes two secretaries, one part-time certified nurse, and one part-time registered nurse. There are four custodians and six lunch supervisors.

Site B is divided amongst five hallways. In the first hallway, there are the kindergarten, first, second, guided, and autistic classrooms, a multi-purpose room, and an art room. In the second hallway there are third and fourth grade classrooms. In the third and fourth hall there are third, fourth, and fifth grade classrooms, as well as the music room. The fifth hallway contains the speech room, the resource consultant's room, the reading specialist's room, and a gym, which also contains a kitchen.

Site A Classroom Descriptions

Classrooms 1 and 2 at Site A were side-by-side and similar in appearance. The rooms were 900 square feet and had four large windows along the outside wall. In the rooms, there were three large chalkboards, two large bulletin boards, a teacher's desk, student desks and chairs, two worktables, and an overhead projector on a cart. The rooms also had three computers and a

telephone for teacher and student use. The weekly minutes allotted to each subject were as follows: math 300, reading 200, social studies 180, science 180, language arts 105, study hall 80, physical education/health 110, music/drama 110, and art 55. There was also a drug awareness program that was allotted 50 minutes a week for 16 weeks.

Site B Classroom Description

The classroom at Site B consists of one teacher's desk, student desks, two chalkboards, and four bulletin boards. There are two computers along with a printer and presentation TV with a VCR. There are two windows and a bookshelf. There is an overhead projector with a screen. The class is arranged in four groups of six.

The average times allocated for each subject per day is broken up as follows: 60 minutes for mathematics, 60 minutes of language arts, 50 minutes for science, 50 minutes for social studies. The school provides physical education/health for 110 minutes a week, music/drama for 110 minutes a week, and art for 55 minutes a week.

There are many before-and-after-school programs. After-school programs consist of Intramurals and Dance Club for third, fourth, and fifth graders. Strategic Games are provided to fourth and fifth graders. Study Buddies and Pals are offered to all grade levels. A day-care program is provided before and

after school, and there is also band in the morning once a week for fifth graders.

According to the 2001 School Report Card, the total enrollment of the school was 523 students. The racial ethnic background of the school was 50.5% White, 24.3% Asian/Pacific Islander, 18.9% Hispanic, and 6.3% are Black. The attendance rate was 95.7%, with a mobility rate of 9.6%. Fifteen point one percent of the school had limited English proficiency, and 1.1% of the students were considered low income.

The Surrounding Community

District

The district was comprised of six Kindergarten through fifth grade buildings, two sixth through eighth grade buildings, a district office, and a technology annex. According to the 2001 District Report Card, the total enrollment for the district was 5,073 students. The racial ethnic distribution for the students in the district was 72.2% White, 14.4% Asian/Pacific Islander, 9.3% Hispanic, and 4.1% Black. The attendance rate for the district was 95.7%, with a mobility rate of 9.3%. Five point two percent of the students in the district had limited English proficiency, and 1.5% of the students were considered low income.

The district consisted of 300 employees; 89.3% female and 10.7% male. The average teaching experience in the district was 9.4 years. Fifty one point two percent of the teachers had a bachelor's degree and 48.8% had attained at least a master's degree. The racial ethnic distribution of the teachers was 98.3% White, 0.7% Black, 0.7% Hispanic, and 0.3% Asian/Pacific Islander. The average teacher salary in the district was $40,957; the average administrator salary was $83,931. The instructional expenditure per pupil was $3,328, and the operating expenditure was $5,786 per pupil. The district had performed higher than the state average on all state testing at required grade levels. The district's performance goal indicated that all students would meet or exceed grade level standards by the 2003 school year.

Community

Site A was located in a suburb of a major city. The town was 8.4 square miles, and the current population at the time of the study was 39,100. According to the 2000 census, the population of this community had increased by approximately 6,000 people since 1990, and was expected to increase another 7,000 by 2020. The number of households was 14,020. This number had increased by approximately 3,000 since 1990 and was expected to increase another 1,500 by 2020. The distribution of housing was 65% single-family units and 35% multi-family units.

According to the housing section of a local newspaper, the racial make-up of the community was 81.5% White, 6% other, 5.4% Hispanic, and 3.5% Black. The educational attainment percents were 25.7% some college, 24.8% bachelors, 23.5% high school graduates, and 7.3% graduate degrees. The employment rate was 78.4% employed, 18.5% not in the labor force, and 3.1% unemployed. This suburb was considered a bedroom community, meaning there were few major businesses or industries. There were 16 places of worship in the community.

Site B was located in a suburb of a major city. The town was 4.92 square miles. According to the 2001 census, the median family income was $74,375, and the median age was 31.1. Seventy-nine point nine percent live in single-family units, while 20.1% live in multifamily units. The racial ethnic distribution for the community was as follows: 78.1% White, 10.5% Hispanic, 8% Black, and 7.6% other. Twenty-four point six percent of the community had some college background, 15.6% had a bachelor's degree, 7.7% had an associate's degree, and 3.4% were high school graduates. Seventy-nine percent of the community was employed, while 4.2% were unemployed.

National Context of the Problem

Difficulties in writing performance have generated concern at the state and national levels. The three forms of writing,

expository, narrative, and persuasive are often challenging for students to compose. From studying state testing data, it was apparent that students did not have significant improvements in their writing over time.

A study done by Graham, McCarther, Schwartz, & Voth (as cited in Johnson & Gramm, 1990) showed that students writing abilities did improve when students were involved in setting goals for themselves. When students are made aware of the writing process and how to obtain feedback, they demonstrate growth in that area.

Research has proven that when students are involved in setting personal goals, they are more likely to improve in their academics. According to Schunk (1985b), when goals are set, students take ownership of their learning and are motivated to improve their performance.

Too often, students assume a secondary role in their education. The teacher is expected to take the lead and guide students through every aspect of their learning. Zimmerman (1990), implores that the educational system must shift this responsibility towards the individual. Each person should "pursue the burden of his own education" (Zimmerman, 1990, p. 4).

A sense of self-efficacy is crucial when becoming a motivated, involved learner. Adopting goals provides students

with the opportunity to choose appropriate behaviors, classroom involvement, and encourages them to put forth a greater effort into their activities (Schunk, 1996).

Becoming motivated and attaining self-determination are necessary in order for the goal setting process to continue. Teaching students these skills and giving them an opportunity to practice them leads to self-determination (German, Martin, Marshall, & Sale, 2000).

When children begin to achieve their goals and work towards setting new ones, they often have difficulty processing feedback regarding them. Once a goal has been set and attempts have been made to reach it, students must be provided with data showing their progress. In order to further students' growth teachers need to learn how to give corrective feedback, which then increases student motivation and ownership (Punnette, 1986).

Chapter 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the writing level of students within the targeted classrooms, the teachers administered surveys (Appendix A) and gathered sample-writing pieces. The surveys and graded writing samples (Appendix B) collected from the students determined writing ability and previous exposure to goal setting.

Within the first month, consent letters were sent home to conduct research in the classroom (Appendix K-L), surveys were distributed and collected, and teachers documented the writing levels of students. Surveys were distributed to students, parents, and colleagues. The students completed surveys (Appendix B) regarding their previous goal setting experiences and knowledge of goal setting. The parents completed surveys (Appendix E) about their children's feelings and past experiences with goal setting at school and at home. Colleagues

completed a survey (Appendix A) regarding their past use of goal setting within their classrooms.

In order to determine the writing level of all students, prompts were administered (Appendix F-G). Students were given a 50-minute writing period, during which they completed a baseline-writing sample. The students were scored according to the state writing rubric (Appendix B-C).

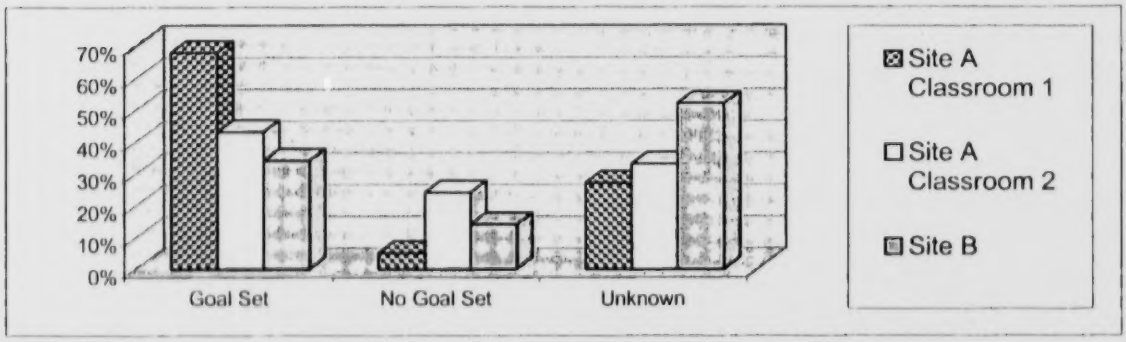


Figure 1

Figure 1 Percentage of the targeted students who had a goal set by themselves or a teacher in a previous year

The targeted students of Site A, which consists of 2 classrooms, were asked whether they set goals in previous school years. The questionnaire (Appendix B) was administered during school hours. Responses to the survey were given through written expression. Sixty-eight of the students in Classroom 1 responded that they had set goals in previous school years

before. Five percent of the students had never set a goal, while 20% of the students did not know. Classroom 2 of Site A had 43% of the students set a goal before, while 24% had never set a goal in a previous school year. Thirty-three percent of students did not know if they had previously set a goal in school. Site B had 34% of the students set goals previously in school. Fourteen percent of the students had never set a goal in school, while 52% did not know.

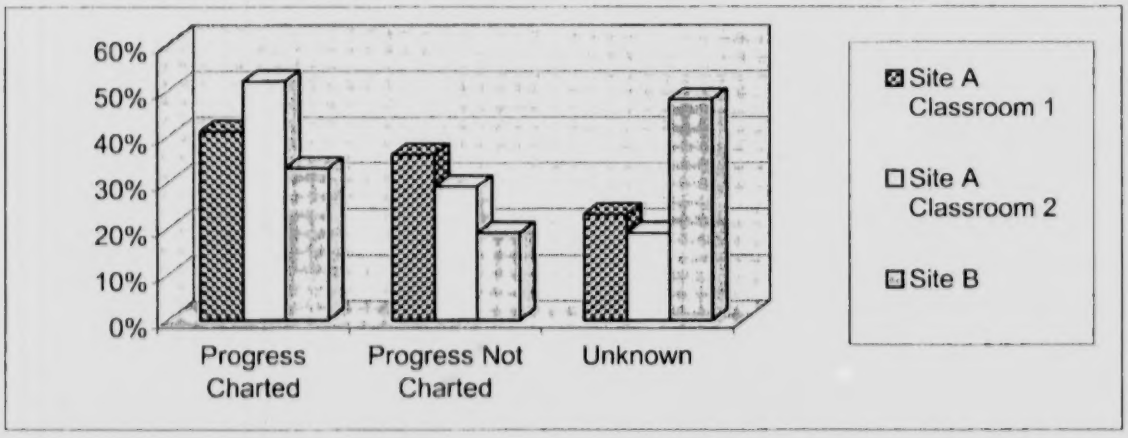


Figure 2

Figure 2 Percentage of the targeted students whose progress towards a previous goal was tracked or charted

The students responded to a questionnaire (Appendix B) about whether or not their progress toward a goal was tracked or charted. The questionnaire was administered during school.

Forty-one percent of Classroom 1 tracked or charted their goal, while 36% did not track or chart their goal. Twenty-three percent of the students did not know if they tracked or charted their goal. Classroom 2 was similar with 52% of the students tracking or charting goals. Twenty-nine percent did not track or chart their goal, while 19% did not know. Site B had very different responses. Thirty-three percent of the students had tracked or charted their goal, and 19% did not track or chart their goal. Forty-eight percent of the students did not know.

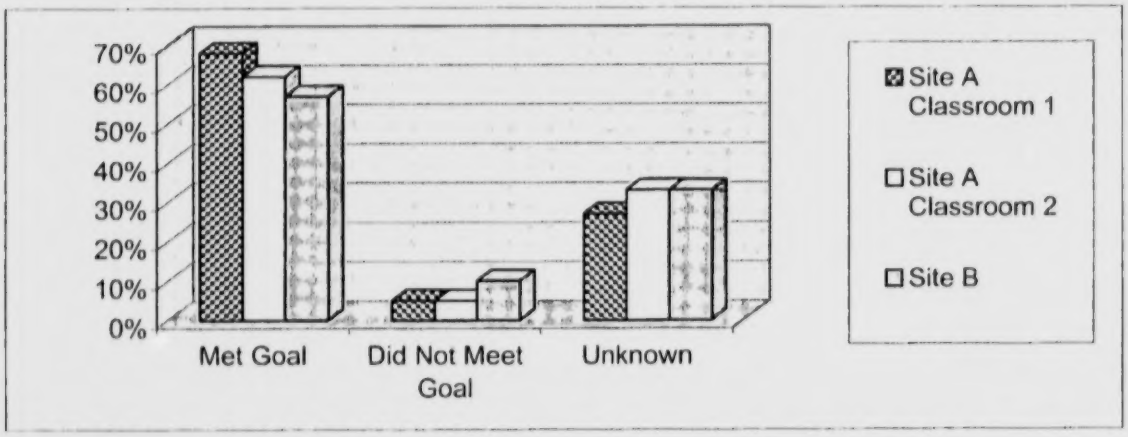


Figure 3

Figure 3 Percentage of students who met a set goal in a previous school year

The students responded to a questionnaire (Appendix B) that was administered by the teacher during school hours as to

whether or not they met a set goal in a previous school year. In Classroom 1, 68% of the students met a set goal, whereas 5 percent of the students did not meet a set goal. Twenty-seven percent of the students did not know. Classroom 2 had similar results with 62% of the students meeting a set goal. Five percent of the students did not meet a set goal, and 33% did not know. Site B had a slightly lower response with 57% of the students meeting a set goal. Ten percent of the students did not meet a goal, and 33% of the students did not know.

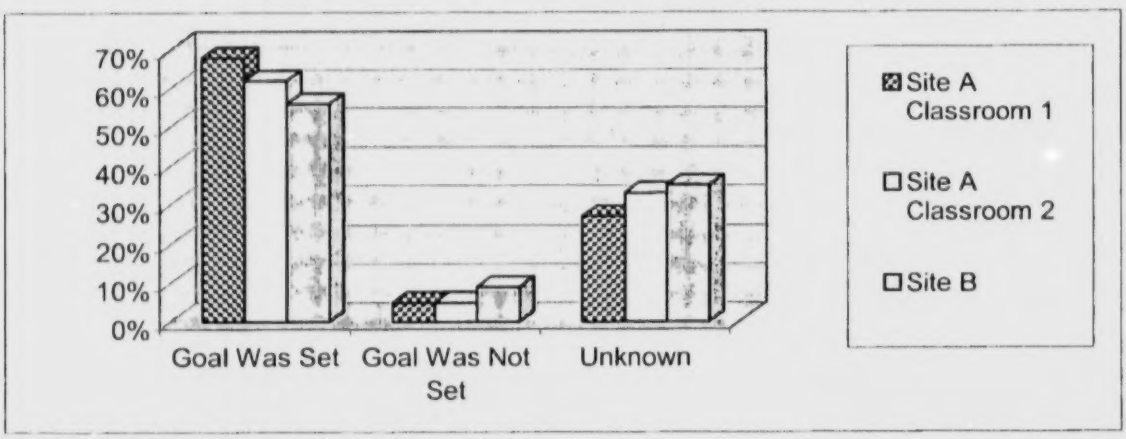


Figure 4

Figure 4 Parent survey that measured parent knowledge of student goals set in a previous school year

A questionnaire (Appendix E) was sent home to parents measuring parent knowledge of student goals set in a previous

school year. One hundred percent of the surveys were returned within a week in all three classrooms. Classroom 1 had 82% of parents respond that their child had set a goal, 12% responded that a goal was not set, and only 6% were unknown. Classroom 2 had 72% respond that a goal was set and 22% responded that a goal was never set. Six percent of the parents did not know if goals were set. Site B had 64% of the parents had knowledge that a goal was set, 9% responded that a goal was never set, and 27% did not know if goals were set.

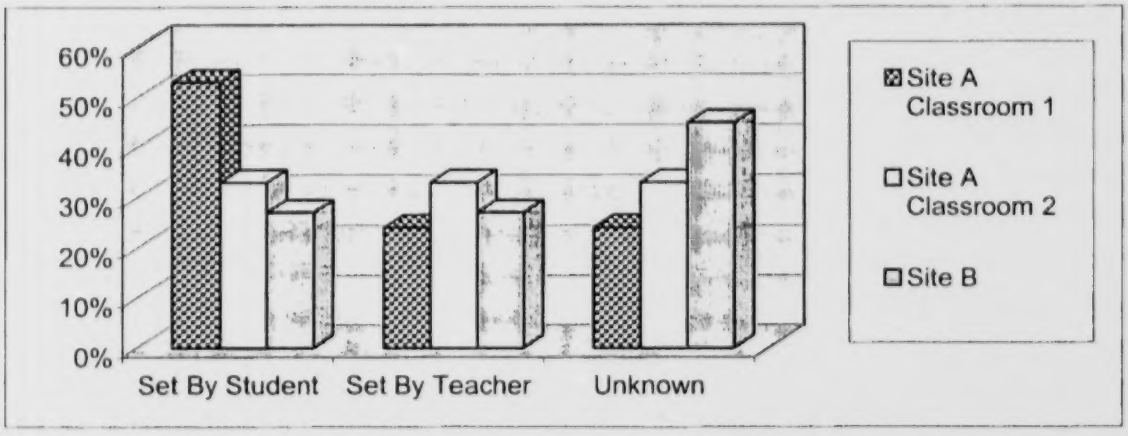


Figure 5

Figure 5 Parent survey that determined if goals were created by their child rather than his/her teacher

A questionnaire (Appendix E) was sent home to the parents, determining if their teacher rather than his/her child created

goals. One hundred percent of the surveys were returned within a week in all three classrooms. In Classroom 1 53% of parents responded that their child had set a goal, 24% responded that a goal was set by a previous teacher, and 24% were unknown. In Classroom 2, 33% of parents responded that a goal was set by the student, and 33% responded that a goal was set by a teacher. Thirty-three percent of the parents did not know. At Site B, 27% of the parents knew a goal was set by the student, 27% responded that a goal was set by a teacher, and 45% did not know.

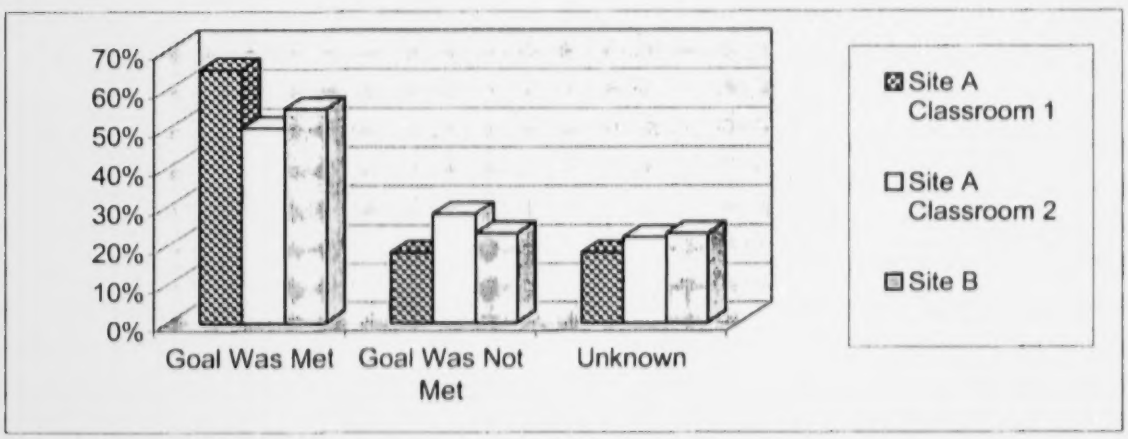


Figure 6

Figure 6 Parent survey measuring student goal attainment in previous school year

A questionnaire (Appendix E) was sent home to parents measuring student goal attainment in a previous school year. One hundred percent of the surveys were returned within a week in all three classrooms. Classroom 1 data reflected that 65% of the parents responding, felt that a goal was met, 18% felt students did not meet a goal, and 18% did not know. Classroom 2 showed 50% of the parents responding felt that a goal was met. Twenty-eight percent responded their child never met a goal and 22% were unknown. Site B responded with 55% of the parents responding felt a goal was met, 23% felt students did not meet a goal, and 23% did not know if a goal was met.

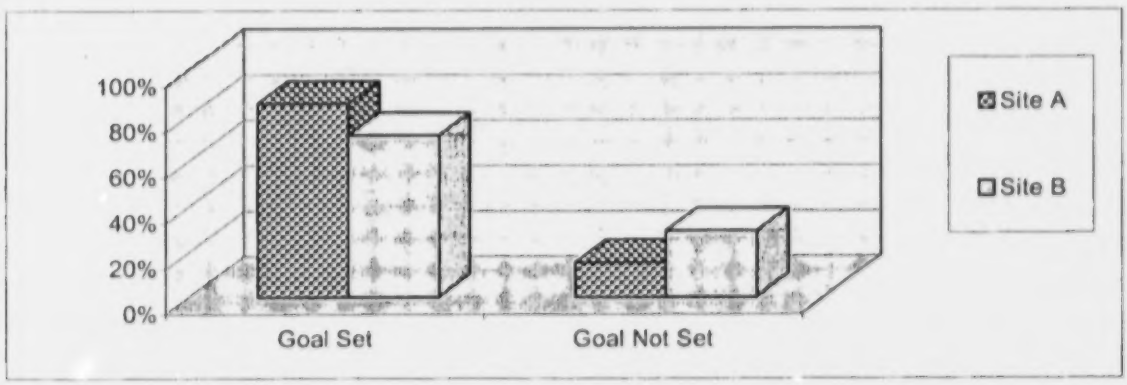


Figure 7

Figure 7 Staff Survey that measured the percentage of teachers who had students set their own goal

The surveys (Appendix A) were given to all teachers. Eighty-five percent of the surveys were returned within a week. In Site A 80% percent of the teachers had students set their own goal, while 15% of teachers do not have students set their own goal. Site B was slightly lower with 70% of the teachers having students set their own goal. Twenty-nine percent of the teachers did not have students set their own goal.

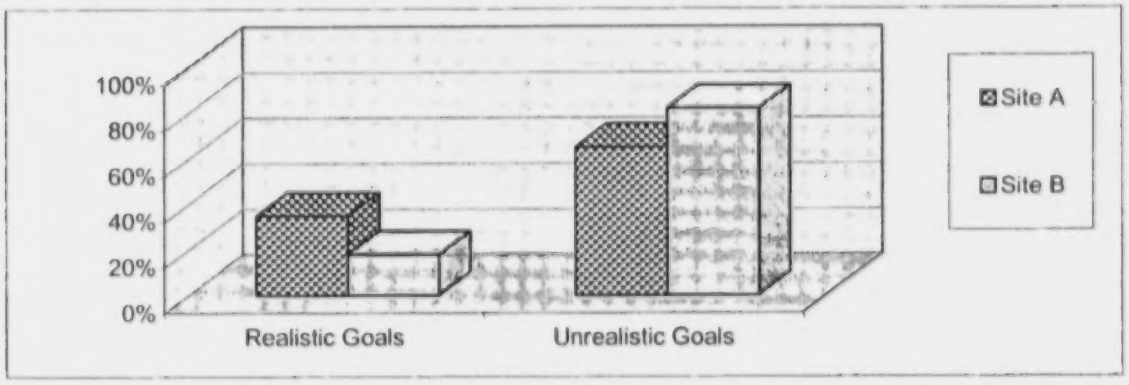


Figure 8

Figure 8 Staff survey that measured teacher opinion of student goal setting ability

The surveys (Appendix A) were given to all teachers. Eighty-three percent of the surveys were returned within a week. Site A responded with 35% of teachers who thought students could realistically set goals, while 65% of teachers did not think students could set realistic goals. Site B was slightly higher.

Eighteen percent of the teachers thought students set realistic goals, while 82% of teachers did not think students could set realistic goals.

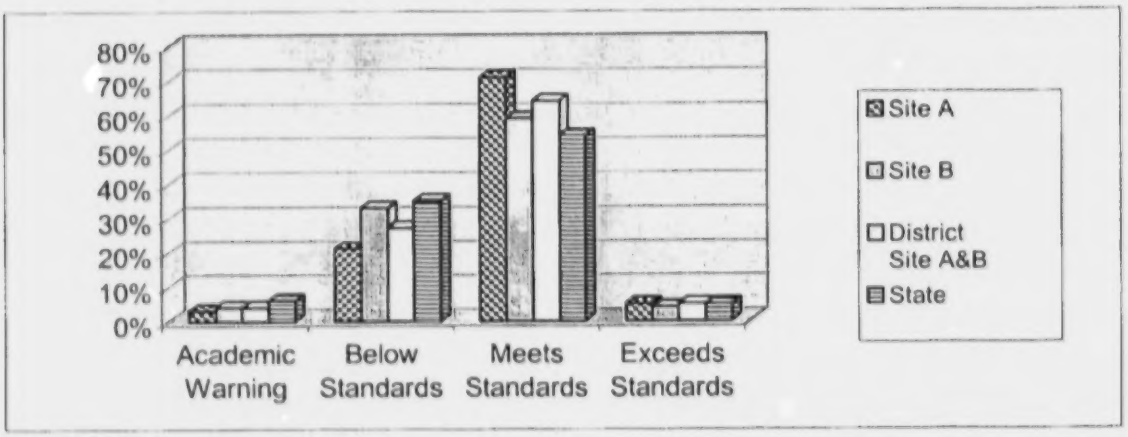


Figure 9

Figure 9 Student performance level on previous year's state writing assessment by site

Site A data reflects that 3% of the students were at academic warning, 21% were below standards, 71% met standards, and 5% exceeded standards. Site B data reflects that 4% of students were at academic warning, 33% were below standards, 59% meet standards, and 4% exceed standards. The district data for Site A and Site B reflected that 4% of the students were at academic warning, 32% were below standards, 59% met standards, and 3% exceeded standards. The states data reflects that 9% of

students were at academic warning, 34% were below standards, 54% met standards, and 3% exceeded standards.

Site A Classroom 1

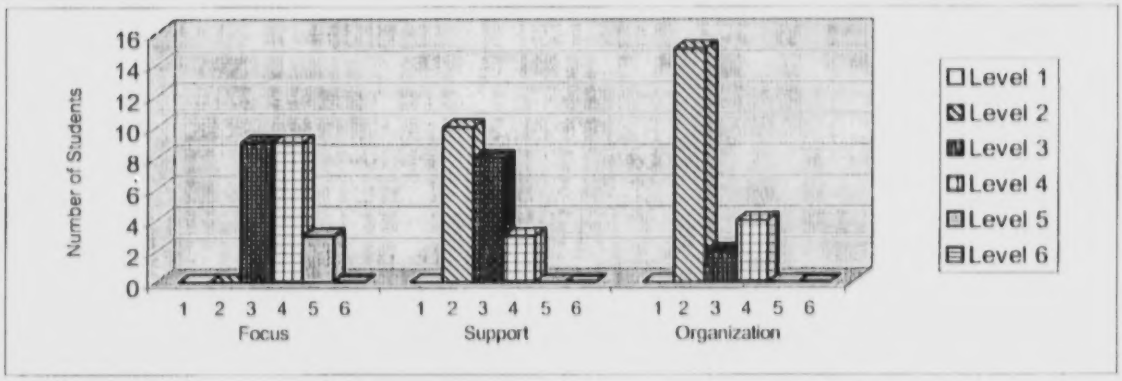


Figure 10

Figure 10 Summary of first writing sample for Classroom 1 of Site A

The teacher in Classroom 1 of Site A administered a writing prompt (Appendix F) to 21 students to determine baseline data. The paper was written within a 50 minute time period during the school day. The samples where then graded by the teacher using the State writing rubric (Appendix C). In the area of focus, no students were at level one or two, 9 students were at level three and also at level four. Three students were at level five, and no students were at level six. In the area of support, no students were at level one, 10 students were at

level two, and 8 students were at level three. Three students were at level four, and no students were at level five or six. In the area of organization, no students were at level one, 15 students were at level two, and 2 students were at level three. Four students were at level four, and no students were at level five or six.

Site A Classroom 2

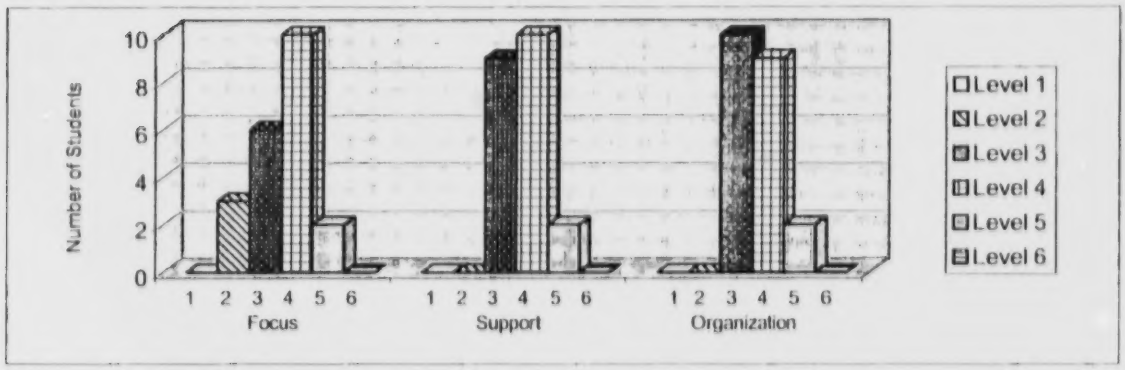


Figure 11

Figure 11 Summary of first writing sample for Classroom 2 of Site A

The teacher in Classroom 2 of Site A administered a writing prompt (Appendix F) to 21 students to determine baseline data. The paper was written within a 50 minute time period during the school day. The samples were then graded by the teacher using the State writing rubric (Appendix C). In the area of focus no

students were at level one, 3 students were at level two, and 5 were at level three. Ten students were at level four, 2 students were at level five, and no students were at level six. In the area of support, no students were at level one or level two, 9 students were at level three, and 10 students were at level four. Two students were at level five and no students were at level six. In the area of organization, no students were at level one or level two, and 10 students were at level three. Nine students were at level four, 2 students were at level five, and no students were at level six.

Site B

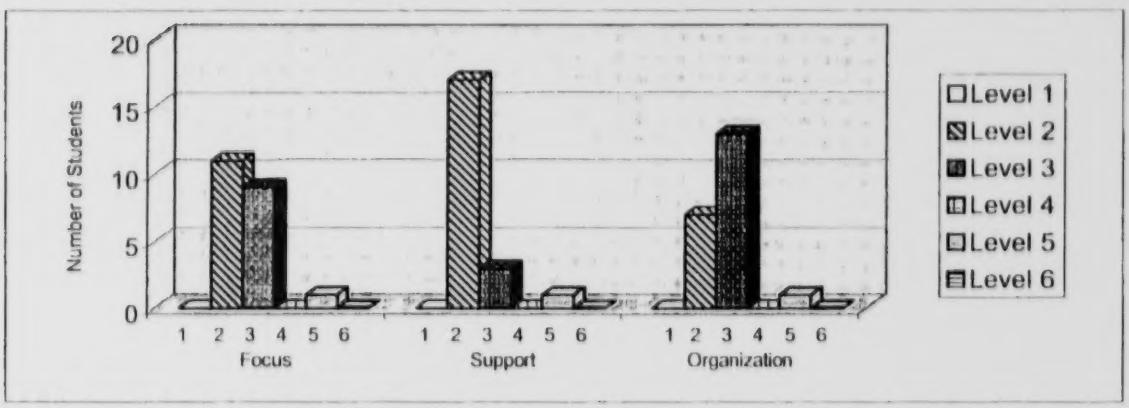


Figure 12

Figure 12 Summary of first writing sample for Site B

The teacher in Site B administered a writing prompt (Appendix G) to 22 students to determine baseline data. The

paper was written within a 50 minute time period during the school day. The samples were then graded by the teacher using the State writing rubric (Appendix D). In the area of focus, no students were at level one, 11 students were at level two, and 9 students were at level three. No students were at level four, 1 student was at level five and no students were at level six. In the area of support, no students were at level one, 17 students were at level two, and 3 students were at level three. No students were at level four, 1 student was at level five, and no students were at level six. In the area of organization, no students were at level one, 7 students were at level two, and 13 students were at level three. No students were at level four, 1 student was at level five, and none were at level six.

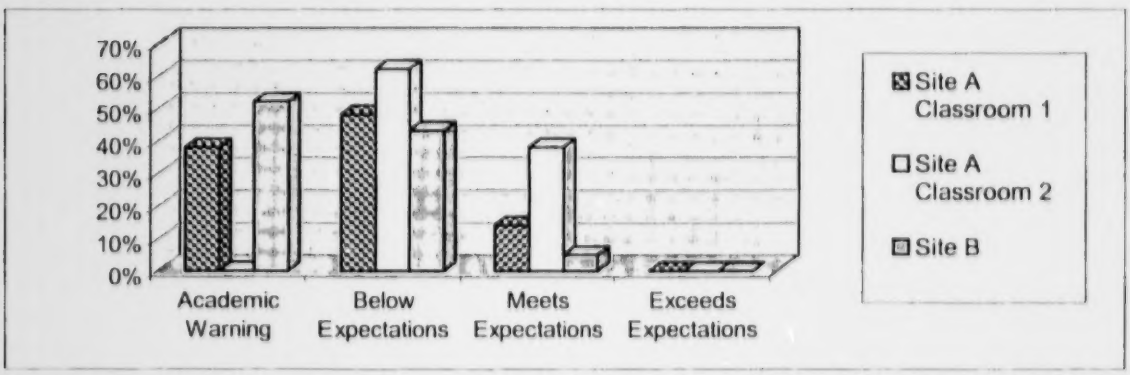


Figure 13

Figure 13 The range in which the targeted students show their level of writing ability on first writing sample

The teachers administered a baseline-writing sample (Appendix F-G), which showed students' level of writing ability. The writing prompts were administered during a 50-minute writing period within the school day. The samples where then graded by the teacher using the State writing rubric (Appendix C-D). Classroom 1 of Site A found that 38% of the students were at academic warning and 48% were below expectations. Fourteen percent of the students met expectations, while 0% exceeded. Classroom 2 had higher results with none of the students at academic warning and 62% of the students were below expectations. Thirty-eight percent met expectations, and 0% exceeded. Site B was similar to Classroom 1 with 52% of the students at academic warning. Forty-three percent of the students were below expectations, 5% met expectations, and none exceeded expectations.

Conclusion of Baseline Data

The baseline data gathered from the students' writing samples demonstrated that the students' lacked grade appropriate writing skills. The student surveys revealed that students had limited exposure to setting their own goals. The parent surveys indicated that their children had minimal personal goal setting experiences. The outcome of the staff survey revealed a discrepancy between the amount of goal setting teachers had done

in previous years, and students' and parents' perceptions of how much experience they had with goal setting.

Probable Causes

In 1966 there was a study completed by Coleman (as cited in Marzano, Pickering, & Pollock, 2001) that investigated the impact of school quality on student achievement. This study determined that factors such as natural ability, home environment, and socioeconomic status had the biggest affect on achievement. Coleman went on to conclude that the quality of a school and its teachers only had a ten percent variation on student achievement. Another study completed by Jencks (as cited in Marzano et. all, 2001) concurred with Coleman. Schools have very little control over differences within test scores. After looking at both of these studies, one may wonder what teachers can do to help motivate students and help increase achievement in school.

"Never in the history of American education has it been more important to address the needs of the whole student" (McCombs & Marzano, 1990, p. 65). In order for self-regulated learning to take place, we must view self as an agent. Students are not developing this role. The cognitive, metacognitive, and the self-system processes must come together and work as one. Without this, we operate unconsciously which has negative

effects on performance and behavior. When links are built between these systems however, we become motivated and self determined learners.

Educational programs of today are quite different from those of the past. In the past, students received ample drill and practice of the basic skills; they now are encouraged to be independent thinkers in their learning. Evaluating these skills using traditional paper-pencil tests is no longer affective and new methods of assessment need to be found (Koca & Lee, 1998). As students become involved in a greater variety of assessments and activities, they have more opportunities to become independent learners. Learner ownership is dependent on this independence.

Jekins (1994) feels that one of the biggest problems facing students in school is not the inability to learn the material, but rather irresponsibility. Our toughest struggle as teachers is to teach responsibility and foster ownership. Teachers need to teach students how to "become the masters of their own learning" (Zimmerman, 1990, p. 4).

As stated by Nicholls (1978) students are not putting forth their best effort when they have the ability to do so. Many students feel that they have little control over their ability to do well, therefore have low motivation levels. Attributions of doing well may be associated with luck. They work half-

heartedly, not feeling ownership over their success and failures (Schunk, 1985b). When students are not focused on mastering a task, they have a negative attitude, give up quickly, and are not too concerned with what they are producing (Meece, Blumenfeld, & Hoyle, 1988). As stated by Wagner & Lilly (1999), students do not know how to self-assess so they do not feel as though they have ownership in their learning.

According to Tomlinson (1999), although teachers want to teach their students how to achieve ownership they have a hard time giving students their independence. She compares the role of a teacher to that of a director in a play. In the beginning, the teacher is in control of everyone and everything "orchestrating every move made by various people in a variety of roles, from actors to support personnel" (p. 33). As time moves on, and the play draws near, a good director will slowly give up that control and allow their actors to do their jobs. "When the play opens, however, the director is essentially useless. If the cast and crew still need her, she is a failure" (p. 33). A teacher's role in the classroom should be that of the director, slowly giving up control and teaching the students how to take ownership in the classroom and in their learning.

Even at the college level, there is an increasing need for student-teacher collaboration. Despite the age and maturity of their students, many college professors of the past felt

responsible for the all-around development of their students, yet failed to achieve that. The misperceptions between students and faculty led to confusion and competition among students. When collaboration occurs however, students gain more in and outside of the classroom. By creating common goals, they can agree on more beneficial and purposeful activities to work towards academic success (Kellogg, 1999).

A study that was done by Tollefson, Tracy, Johnson, & Chatman (1986) suggests that "Time spent teaching goal setting and goal implementation strategies has two benefits: It increases students' rates of assignment completion, and it makes students more confident of their ability to plan" (p. 202). This strategy is difficult for teachers because they are giving up responsibility and handing it over to the students, however this is a necessary step for children to become reflective learners.

> Children construct implicit concepts and beliefs about their abilities, their expectations for future success, the nature of academic tasks, the usefulness and availability of cognitive strategies, and social dispositions of other people in the classroom. Children hardly ever reflect on how they are doing, and also do not make self-judgments or self-reactions (Paris & Newman, 1990, p. 88).

Children need to be taught how to set goals in order for them to be successful. St. Bernard's Primary School hoped to better their students' experiences and the environment of their building by empowering children to set personal goals and self assess. Although this program was beneficial, it did face its share of challenges. Many children, as well as teachers, did not understand what it meant to set realistic goals. Without clear guidelines, students would often set goals to please their teacher, rather than for their own development (Smith, 1997). Schunk (1990) agrees that children often attribute success to teacher assistants having little confidence in their own ability. Tierney, Carter, & Desai (1991) found that students do not know how to self-assess therefore they have limited views about their learning.

Through her previous research, Bardwell (1984) has hypothesized that expectancy is largely based on past performance. High performers are subject to under predict their ability, where low performers often over predict what they are capable of in relation to their past experiences. Expectancies are not consistent for many, increasing with success and decreasing with failure. In general, however, children tend to set unrealistically high expectations for themselves. Bardwell's study sought to investigate the effects of previous performance, the level and accuracy of expectations on goal

setting. After her study, she found that under predicting could be seen at all age levels by both high and low performers.

Additionally, students are not able to set different types of goals. One type of goal is the task-mastery goal. If a student was able to set this type of goal they would better understand their work. The second type of goal students are not able to set, is the ego or social goal. If students were able to set this goal, they would want to show they understand a concept and would work to please their teacher. There is also the work-avoidant goal, where there is no effort and the student rushes through what they need to do just to get finished with the work (Meece, Blumenfeld & Hoyle, 1988). Students are not taught how to visualize the steps taken to succeed so in turn they are not motivated to achieve their goal (Swanson, 1992). There is an increase in negative feelings students have regarding school and their work within that setting. Negative feelings lead to negative outcomes. To prevent this from happening, teachers need to teach students how to think positively (Swanson, 1992).

If goals are set appropriately, students develop a high sense of efficacy as they work on a task and experience success. This in turn will lead to higher motivation and a desire to complete more difficult tasks. However, the opposite is also true. When students experience a lack of success it may result

in a lower level of efficacy and motivation (Shunk, 1984). When students do not achieve a high level of success or self-efficacy, the chance of failure is high. Teachers need to find ways to improve these levels (Bandura, 1982; Weiner, 1979).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Students need to be taught how to take responsibility in ownership of their learning. The attribution theory described by Weiner (1979) states that students continually look for reasons why they are either succeeding or failing in school. A successful student has learned how to take responsibility for his learning and recognizes that his study habits, hard work, and effort helped achieve the desired outcome. In turn, low achieving students tend to look at low grades as bad luck or low ability rather than taking personal responsibility and looking at the effort they have put in (Fulk & Mastropieri, 1990).

McClanahan and Wicks (1993) were inspired by the Total Quality Management Movement of the 1980's and used it as a framework to help create responsible students. This movement encouraged a focus on process in problem solving. They saw this as a means by which to encourage students to become "thinkers" rather than following the lead of their teachers.

One way to teach responsibility is through goal setting. Goal setting allows students to take more ownership in their learning than when teachers set the standards.

Madden (1997) describes goal setting as:

> the level of achievement that students establish for themselves to accomplish; whereas, academic expectations is defined as the level of achievement that students must reach in order to satisfy the standard established by the teacher. Unlike academic expectations, goal setting is a target to aim for rather than a standard which must be reached. (p.411)

Goal setting can help to attain student ownership and responsibility when students are setting a goal or level of achievement for themselves.

Goals increase motivation, but they also give self-direction to students and teach the value of persistence and success (Johnsor & Gramm, 1990). Schunk's study (1985a) proved that by having students set goals it will improve their performance and self-efficacy.

In her study, Pickering (2001) determined that when students know what they are learning, their performance, on average, will be 27 percentile points higher than students who do not know what they are learning. If, in addition, they are

provided feedback and the opportunity to improve, the advantage can be as high as 37 percentile points.

Schunk (1984) describes a study that examines the difference in goal attainment between a proximal goal and a distal goal. He believed that:

> as children observe their progress towards a proximal goal, they begin to develop a sense of efficacy, which should help sustain motivation and foster skill development. Because progress toward a distal goal is more difficult to gauge, children may receive less clear information about their capabilities. (p. 52)

Therefore, students should be taught how to set short term goals that will show growth and skill attainment, rather than long-term goals that may be hard to measure.

Teachers must also be aware of the ambitiousness of student goals. Fuchs, L., Fuchs, D. and Deno (1985) studied a group of 58 special education students in New York City. The students were given several tests to gather baseline data so that their teachers could then set academic goals for them. The children were given a goal at one of three levels, highly ambitious, moderately ambitious, or low. It was found that the students who had highly ambitious or moderately-ambitious goals set for them did significantly better than those who had low goals set for them. Setting high standards for student achievement is

positively associated with high academic performance (Masters, Furman, & Barden, 1977; Patrick, Anderman, Ryan, Edelin, & Midgley, 2001).

Students also need to become competent in using both product and process goals if they are expected to increase performance. A product goal will focus on what needs to be accomplished, the end product, whereas a process goal will emphasize the steps a student needs to follow in order to reach the goal. A process goal is difficult for some students because they may depend on their teacher for choosing a process to meet a goal, or they may not have the correct process (Johnson & Gramm, 1990).

Students are more interested when they can plan for themselves and will work harder when they have been involved in creating their own goals. A good teacher will recognize that students are more likely to succeed when they are working for themselves rather than others (Linskie, 1977).

In order for students to have self-regulatory skills they must be able to set realistic goals, have a plan to reach the goal, monitor and evaluate their progress, and be able to understand they may or may not reach their goal (Tellefson, Tracy, Johnsen, Chatman, 1986). Much time is spent with the students in the areas of goal setting, reflection, self-evaluation, and the establishment of new goals when previous

ones have been met (Courtney & Abodeeb, 1999). In order for students to succeed in goal setting, they must be able to chart their goal and evaluate their plan by self-assessing. A student is more likely to reach their goal by being realistic (Tellefson, Tracy, Johnsen, Chatman, 1986).

Along with setting goals, teachers must also provide students with feedback if they want to further student growth. Marzano, Pickering, and Pollock (2001) gave four steps to follow when giving feedback. First, the teacher should not just tell students that something is right or wrong; teachers need to make sure that they are giving an explanation. Second, feedback should be given in a timely fashion, when it will be most effective. Third, make the feedback specific. Measure the students against a skill or target rather than other students. Finally, teach students how to find and give their own feedback, and how to measure their own progress.

Feedback is so effective because it makes the students keep track of their progress. By keeping track of progress they are able to see how close, or far they are form reaching their goal (Punnett, 1986). According to Giek, (1992) when students are involved in tracking their own goals there is "an increase in motivation and willingness to improve performance" (p. 25).

When students are involved in creating their own goal, recording and graphing their own data, and are made to reflect

on their work, they are more likely to become more motivated (Fulk & Montgomery, 1994). This process will also help create independent thinkers and responsible students.

Project Objectives and Processes

As a result of setting goals in writing during the period of September 2002, through January 2003, the 5th grade students from the targeted classes will increase their ability to improve upon specific writing skills as measured by student writing samples and the state writing rubric.

In order to accomplish the project objective, the following processes are necessary:

1. Goal setting materials will be developed
2. Writing prompts will be developed
3. State writing rubrics will be gathered

Project Action Plan

Within the first two weeks of school, student, parent, and staff surveys will be distributed and collected. These surveys will be used to gather baseline data about the students' past experiences with goal setting. The students will also produce the initial writing sample during this time. Teachers will grade the sample using the state writing rubric, and the results of the grading will be shared with the students and used when they are writing their goals.

Weeks three through five will be spent concentrating on the state writing rubric and goal setting. A variety of strategies will be used in order to teach the students how to score writing samples using the rubric. We will begin by discussing the rubric and what problematic words mean. Then, students will use the rubric to grade unidentified papers as a class and individually. At this time, we will also share scores given to these unidentified papers by the state. When the students are able to score sample papers similarly to the state, they will have shown mastery of the rubric. Within these three weeks, we will also be focusing on goal setting. Class discussions will be held focusing on what it means to set realistic personal goals, how people go about meeting their goals, and what to do when a goal is met. This time will culminate with each student designing their own writing goal based on the original writing sample, and targeting one of three areas: focus, support, or organization.

The majority of our intervention will take place from September 2002, through January 2003. At this time, students will be working towards their goal while completing writing samples, collecting data, and reflecting on their progress. The process will be as follows:

- Each week the students will be given a prompt and 50 minutes to write.

- The students will then grade their paper using the state rubric.
- The teacher will randomly grade at least eight of these papers.
- If a discrepancy occurs between the student score and teacher score, a conference will be held to determine the appropriate grade.
- Students will graph the results of the eight teacher-scored papers.
- Four times throughout the intervention, students will be reflecting on their feelings towards goal setting. They will be prompted to answer specific questions about their progress.

A final writing sample will be collected the last week of the intervention. The prompt, time limit, and grading procedure, will be the same as the first collected sample. The comparison of the two samples and the graph will be used to determine to what extent, if any, the student met their goal.

Methods of Assessment

In order to assess the effects of the intervention, students will set a goal and graph the results. This graph will be used to measure growth. The goals will align to an area of the writing rubric. Student writing samples will be assessed using the rubric. In addition to the graph, students will be

writing journals to reflect on their progress. These tools will be used to measure the benefits of the intervention.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase writing performances of the targeted fifth grade classes. The implementations of goal setting and weekly writings were intended to achieve the desired results.

During the month of September, the interventions began with data collection from colleagues, parents, and students. The students were given a goal setting survey and a baseline-writing sample (Appendix B,F,G). The samples were graded by the teacher using the state writing rubric (Appendix C-D). Each student in the targeted classrooms set a writing goal. This goal was aligned with the state writing rubric and was specifically targeted towards one of three areas: focus, support, or organization. Set goals were sent home with students to be shared with their parents. The students writing progress was

monitored through weekly writing prompts and student-teacher goal conferencing.

During the months of October through January, several interventions were implemented. Through classroom routines, the following strategies were used: familiarizing students with the state rubric, lessons to better student writing in the areas of focus, support/elaboration, and organization. On a weekly basis, students reviewed and analyzed the previous week's writing scores. The scores were then graphed (Appendix H). At four points within the intervention, students completed a journal in order to reflect on their progress towards their goal. Writing samples and goal setting graphs were taken home routinely during the intervention in order for students to share and reflect upon their progress with parents. At the end of January, the research was concluded with a final writing sample. The prompt, time limit, and grading procedure was the same as the first collected sample. Students and parents also filled out surveys, which gathered data on student goal setting and growth in writing.

Site A consisted of two classrooms. Classroom 1 is a fifth grade room with twenty-one students. At the beginning of the interventions, there were a number of students struggling with writing in the areas of focus, support/elaboration, and organization. As the research progressed, their abilities to

write well constructed paper improved. The researcher found that student goal setting had a significant impact on student motivation, student accountability, and increased writing scores according to the state rubric. It was a turning point when students requested more writing time within the school week.

Site A, classroom 2 is a fifth grade room with twenty-one students. The researcher found that the majority of the students were performing below grade level according to the State rubric. After implementing the strategies, the students who were well below grade level became more proficient writers. The students gained self-confidence in writing, and the interventions proved to be influential in their writing progress.

Site B was a fifth grade classroom with twenty-one students. When the research began, 96% of the students were performing at academic warning or below fifth grade expectations according to the State writing rubric. As time went on, students enjoyed their writing time to a greater extent. Students became excited about graphing their growth weekly and became motivated to excel.

Presentation and Analysis of Results

In order to assess the affects of student goal setting in the area of writing in the targeted classes, student-writing

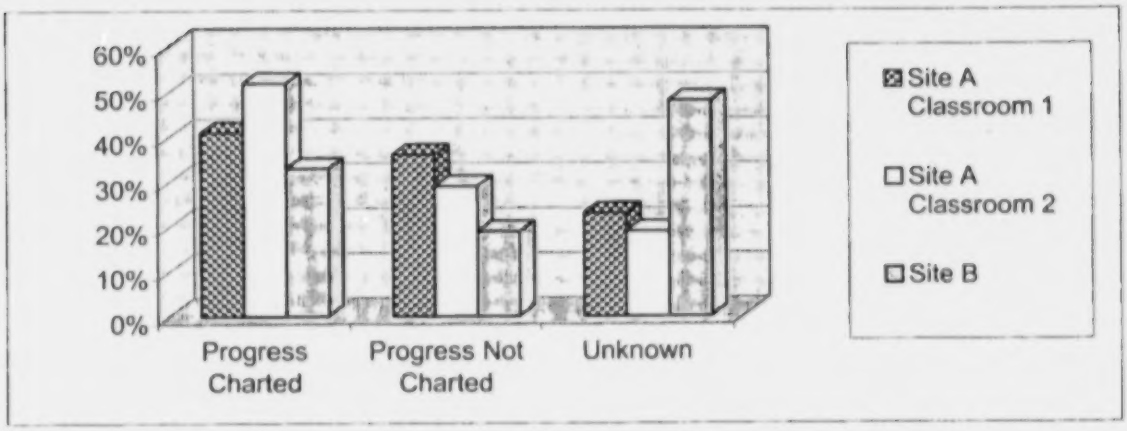
folders were kept. The writing folders contained goal setting graphs, writing samples, journals reflecting on their writing. The writing samples were graphed and reflected upon a weekly basis by the students. These interventions appeared to have a positive affect on the writing progress. There was a significant increase in the students' attitudes toward writing. Demonstrating growth with these skills allowed students become more independent with their writing.

At the beginning of the research, Classroom 1 of Site A found that 38% of the students were at academic warning and 48% were below standards. At the end of research, none of the students were at academic warning or below standards. This is a 86% decrease in students performing below expectations.

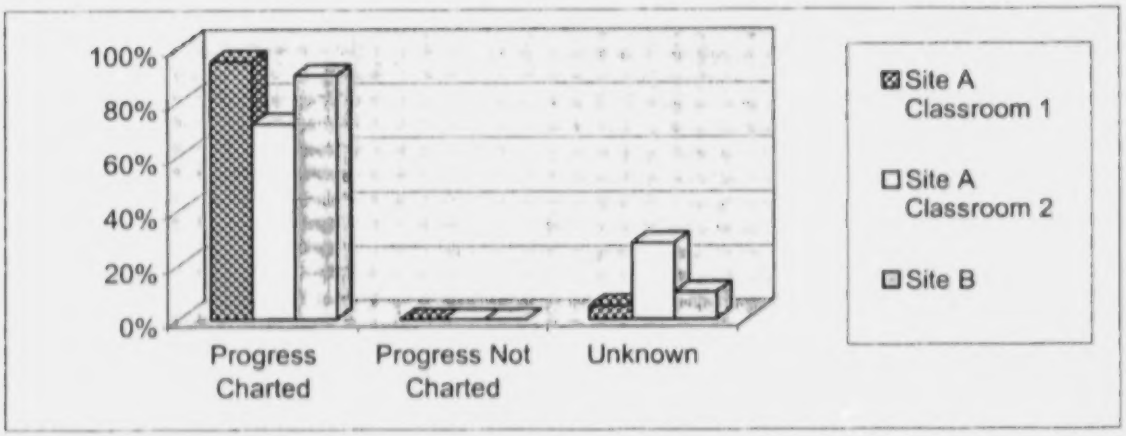
At the beginning of the research, Classroom 2 of Site A found that 62% of the students were performing below standards. At the end of research, 14% of the students were below standards. This is a 48% decrease in students performing below expectations.

At the beginning of the research, Site B found that 55% of the students were at academic warning and 41% were below standards. At the end of research, 19% of the students were at academic warning or below standards. This is a 22% decrease in students performing below expectations.

The students of Site A consisted of two classrooms. Classroom 1 was a self-contained regular education classroom, consisting of twenty-one fifth grade students. Classroom 2 was a self-contained regular education classroom with twenty-one fifth grade students. Classroom 1 had the same twenty-one students and parents at the beginning and end of the research. Classroom 2 also began and ended with the same number of students and parents. Site B was a self-contained regular education fifth grade classroom consisting of twenty-one students. The same twenty-one students and parents participated in the research throughout the intervention.



Pre-intervention Data



Post-intervention Data

Figure 14 Post-intervention survey measuring student tracking or charting their own progress

The post-student survey (Appendix J) of Site A Classroom 1 reflects that 95% of the students responded that they had charted their own progress towards their writing goal during the

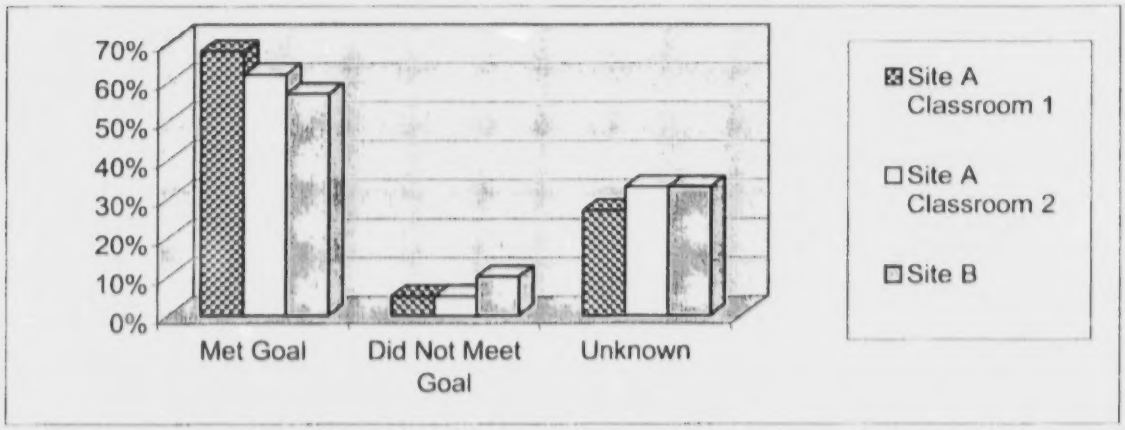
intervention year. No students felt that they had not charted their goal, while 5% where unsure whether or not they had charted their goal. Survey results from Site A Classroom 2, showed that 72% of the students charted their writing goal during the intervention year. No students felt that they had not charted their goal, whereas 28% did not know if they had completed a chart of their progress. Site B had 90% of the students reporting that they had charted their progress of writing goal. No students responded that they had not charted their goal, and 10% were unsure.

Intervention data reflects that there was an overall 44% increase in the amount of students that charted their goal. Site A Classroom 1 showed a 54% increase, Site A Classroom 2 showed a 20% increase, and Site B showed a 57% increase in the experience of charting their goals.

In previous years, 28% of all target students had never tracked or charted a goal. After the intervention, no students had reported that they had not tracked or charted their goal.

Although 100% of students in the targeted classrooms charted their writing goal progress during the intervention year, and overall average of 14% of the students reported that they did not know if they had tracked or charted their goal during the intervention. Site A Classroom 1 reflected 5%, Site

A Classroom 2 reflected 28%, and Site B reflected 10% of their students as being unsure if they tracked or charted their goal.



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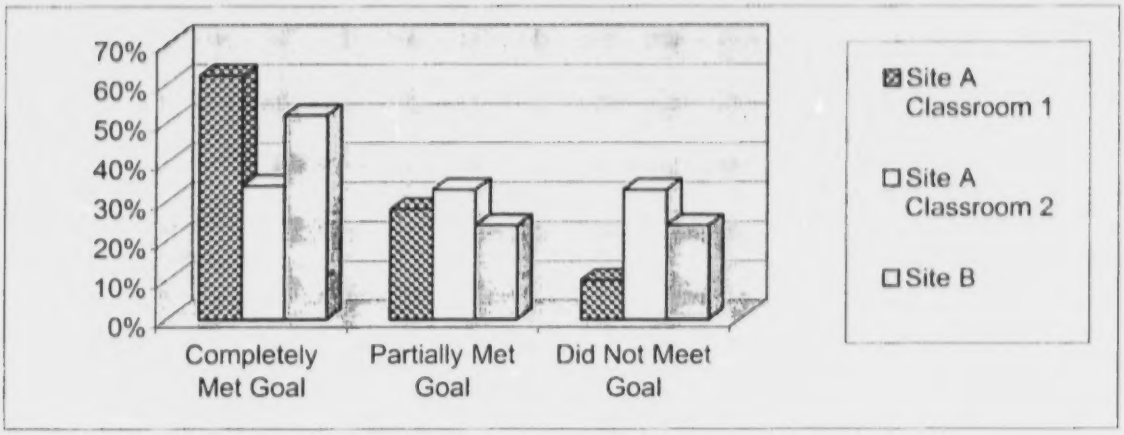


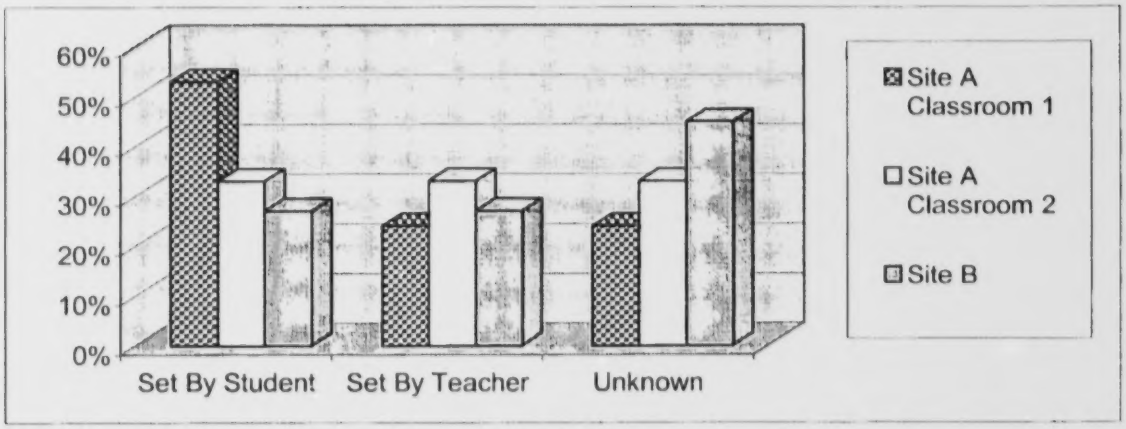
Post-intervention Data

Figure 15 Post-intervention survey that measured the amount of students that met their writing goal during the intervention

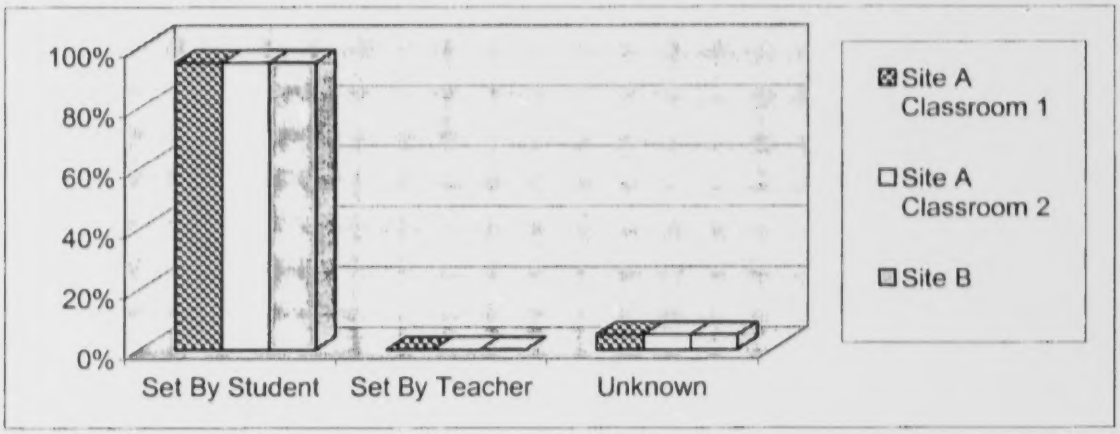
In Site A Classroom 1, the post-intervention student survey (Appendix J) showed that 62% of the students completely met a set goal, and 28% of the students partially met a set goal. Ten percent did not meet their goal at all. Site A Classroom 2 had 30% of the students completely meet their set goal. Thirty percent of the students partially met their set goal, and 40% did not meet their goal. Site B had 52% of the students meeting their goal completely. Twenty-four percent of the students partially met their goal, and 24% did not meet their set goal.

After the intervention there was an overall decrease of 14% of students who had met a set goal. Site A Classroom 1 saw a 6% decrease, Site A Classroom 2 saw a 32% decrease, and Site B saw a 5% decrease in the amount of goals that were met.

However, during the intervention year Site A Classroom 1 had 62% of its students had completely met their writing goal, 28% of the students partially met their goal, and 10% of the students had not met their goal at all. Site A Classroom 2 had 30% of the students who completely met their goal, 30% partially met their goal, while 40% had not met their goal during the intervention year. Site B reported that 52% of its students completely met their goal, 24% partially met their goal, and 24% had not met their goal during the intervention.



Pre-Intervention Data



Post-Intervention Data

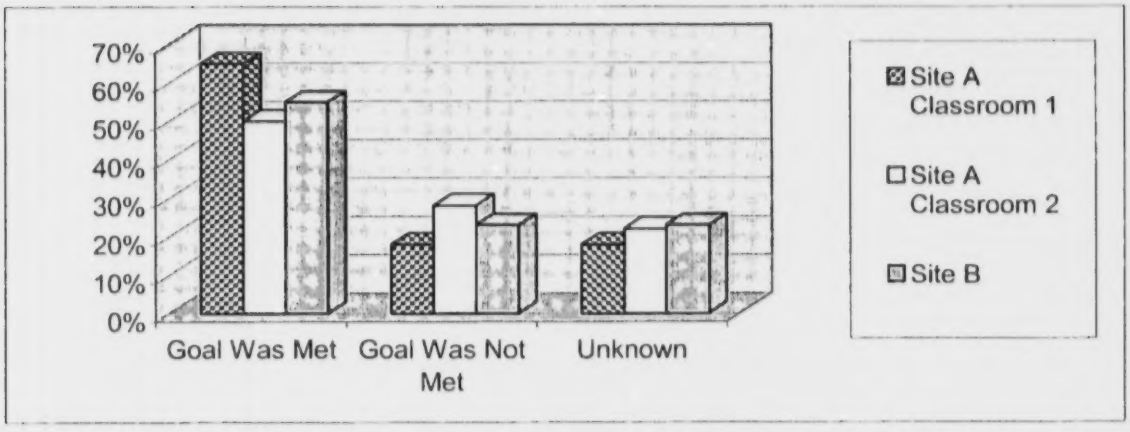
Figure 16 Post-intervention survey results that reported parent feelings about students setting their own goals

In Site A Classroom 1 the post-parent survey (Appendix I) showed 95% of parents responded that their child had set a goal, no parents responded that a goal was set by a teacher, and 5%

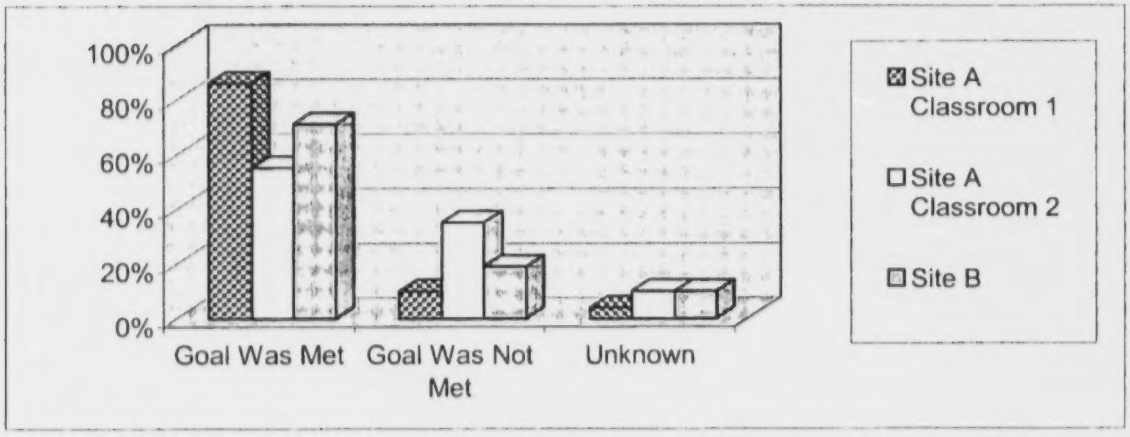
were unknown. In Site A Classroom 2, 95% of parents responded that a goal was set by the student, and no parents responded that a goal was set by a teacher. Five percent of the parents did not know. At Site B, 95% of the parents knew a goal was set by the student, no parents responded that a goal was set by a teacher, and 5% did not know.

There was a 57% overall increase of parents who felt that their student had set the goal rather than their child's teacher. Site A Classroom 1 showed a 42% increase, Site A Classroom 2 showed a 62% increase, and Site B showed a 68% increase in the amount of students that set their own goal.

Because the intervention required students to set their own writing goals rather than the teacher doing it for them, there was a 28% overall decrease in the amount of teacher goal setting. Site A Classroom 1 had a 24% decrease, Site A Classroom 2 had a 33% decrease, and Site B had a 27% decrease.



Pre-intervention Data



Post-intervention Data

Figure 17 Post-intervention survey on parental knowledge of goal attainment

The post-parent survey (Appendix I) showed that Site A Classroom 1 data reflected that 86% of the parents responding,

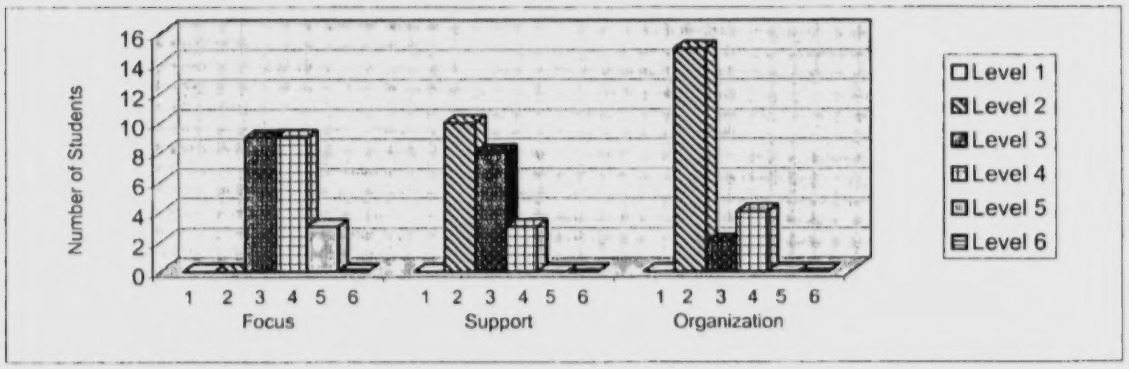
felt that a goal was met, 10% felt students did not meet a goal, and 4% did not know. Site A Classroom 2 showed 55% of the parents responding felt that a goal was met. Thirty-five percent responded their child never met a goal and 10% were unknown. Site B responded with 71% of the parents responding felt a goal was met, 19% felt students did not meet a goal, and 10% did not know if a goal was met.

Prior to the intervention, 55% of parents felt that their child had met a goal in previous years. Twenty-three percent of parents felt that their child had not attained a set goal, whereas 21% were unsure if their child had met a goal in previous years.

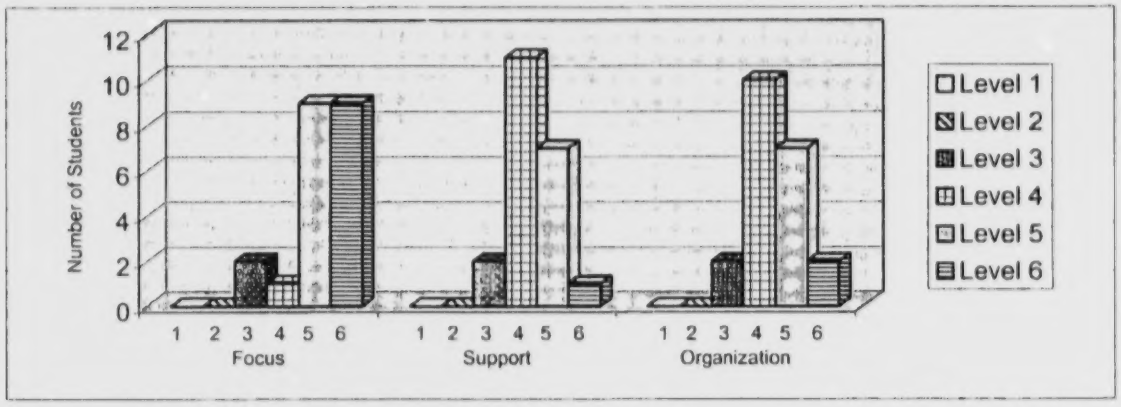
After the intervention, 71% of parents of the targeted students felt that their child had attained their writing goal. Eighty-six percent of parents in Site A Classroom 1, 55% of parents in Site A Classroom 2, and 71% of parents in Site B responded that their child did meet their writing goal during the intervention year. The survey also showed that 21% of parents overall did not feel that their child had attained their writing goal. Site A Classroom 1 had 10% of parents report, Site A Classroom 2 had 35%, and Site B had 19% of parents report that their child had not attained their writing goal. Overall 8% of parents were unaware if their child had met their writing goal. The results showed that Site A Classroom 1 had 4%, Site A

Classroom 2 had 10%, and Site B had 10% of parents that were unsure of the writing goal attainment.

Site A Classroom 1



Pre-intervention Data



Post-intervention Data

Figure 18 Summary of final writing sample for Site A Classroom 1

In the area of focus, no students were at level one or two, 2 students were at level three, and 1 student at level four. Nine students were at level five, and 9 students were at level six. In the area of support, no students were at level one or level two, and 2 students were at level three. Eleven students were at level four, 7 students were at level five, and 1 student was at level six. In the area of organization, no students were at level one or level two, and 2 students were at level three. Ten students were at level four, 7 students were at level five, and 2 students were at level six.

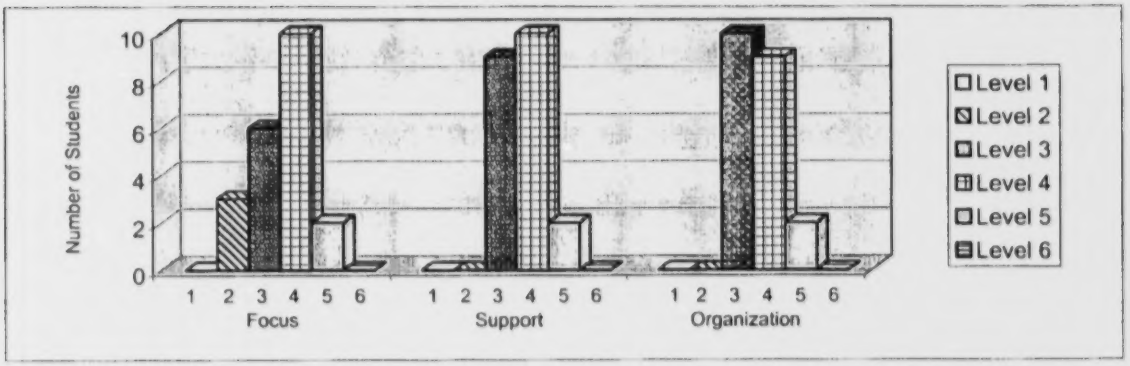
In Site A Classroom 1 there were significant increases in the areas of focus, support, and organization. In the area of focus, no students scored a level one or level two on their first writing sample or final writing sample. The scores for level three went from 9 students to only 2. Nine students scored a level four on their first sample, but only 1 scored at that level on the final sample. The largest increases were seen at levels five and six, which only 3 students scored in the first writing sample. For the final writing sample, 9 students scored level five and 9 students scored level six.

In the area of support, no students scored a level one on their first writing sample or final writing sample. While 10 scored a level two on the first writing sample, no students scored at that level on the final writing sample. The scores

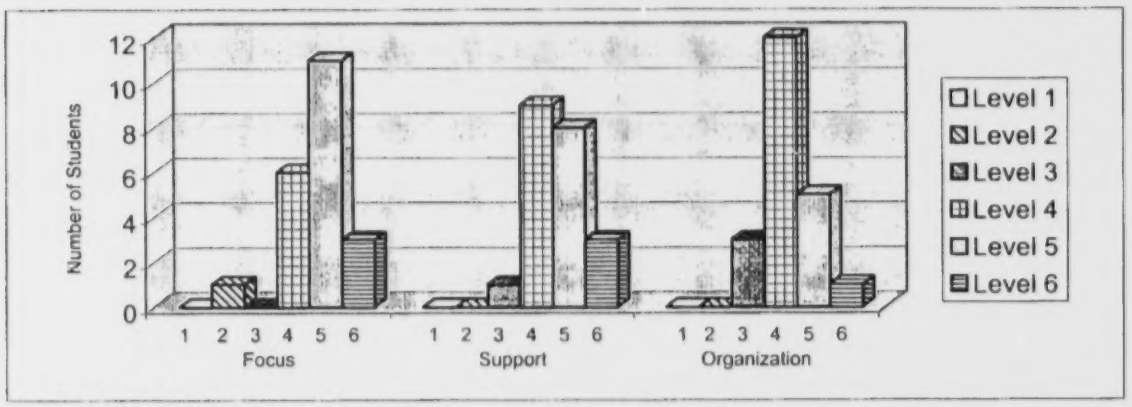
for level three went from 8 students to only two. Three students scored a level four on their first sample, and 11 scored at that level on the final sample. No students scored at level five or six for the first writing sample. This increased to 7 students scoring a level five and 1 student scoring a level six.

In the area of organization, no students scored a level one on their first writing sample or final writing sample. While 15 scored a level two on the first writing sample, no students scored at that level on the final writing sample. The scores for level three stayed the same with 2 students. Four students scored a level four on their first sample, 10 scored at that level on the final sample. The largest increases were seen at levels five and six, which no students scored in the first writing sample. For the final writing sample, 7 students scored level five and 2 students scored level six.

Site A Classroom 2



Pre-intervention Data



Post-intervention Data

Figure 19 Summary of final writing sample for Site A Classroom 2

In the area of focus, no students were at level one, 1 student was at level two, no students were at level three, and 6 students at level four. Eleven students were at level five, and 3 students were at level six. In the area of support, no

students were at level one or level two, and 1 student was at level three. Nine students were at level four, 8 students were at level five, and 3 students were at level six. In the area of organization, no students were at level one or level two, and 3 students were at level three. Twelve students were at level four, 5 students were at level five, and 1 student was at level six.

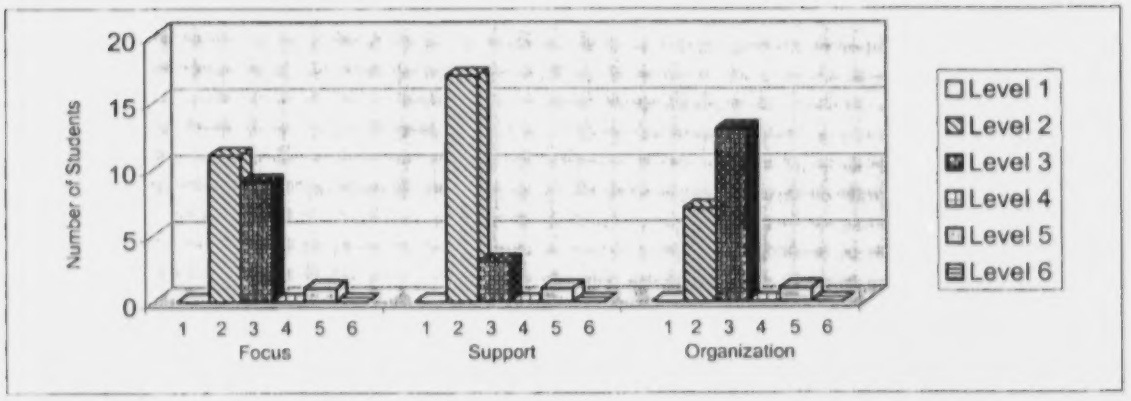
In Site A Classroom 2 there were significant increases in the areas of focus, support, and organization. In the area of focus, no students scored a level one on their first writing sample or final writing sample. Three students scored a level two for the first sample, and 1 student scored at this level for the final sample. The scores for level three went from 6 students to none. Ten students scored a level four on their first sample, but only 6 scored at that level on the final sample. The largest increases were seen at levels five and six, which only 2 students scored in the first writing sample. For the final writing sample, 11 students scored level five and 3 students scored level six.

In the area of support, no students scored a level one or two on their first writing sample or final writing sample. The scores for level three went from 9 students to only 1. Ten students scored a level four on their first sample, and 9 scored at that level on the final sample. Two students scored at level

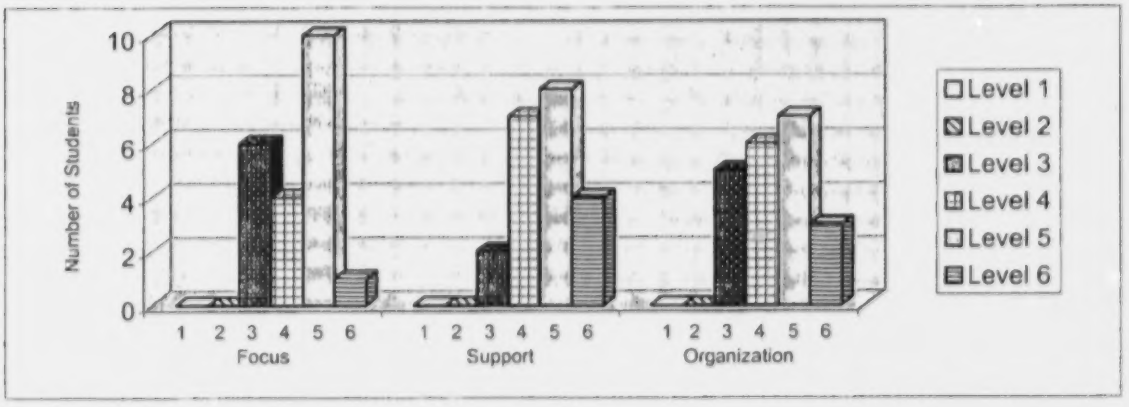
five or six for the first writing sample. This increased to 8 students scoring a level five, and 3 students scoring at a level six.

In the area of organization, no students scored a level one or two on their first writing sample or final writing sample. While 10 scored a level three on the first writing sample, only 3 students scored at that level on the final writing sample. Nine students scored a level four on their first sample, 12 scored at that level on the final sample. Increases were seen at levels five and six, which 2 students scored in the first writing sample. For the final writing sample, 5 students scored level five and 1 student scored level six.

Site B



Pre-intervention Data



Post-intervention Data

Figure 20 Summary of final writing sample for Site B

In the area of focus, no students were at level one or two, 6 students were at level three, and 4 students at level four. Ten students were at level five, and 1 student was at level six. In the area of support, no students were at level

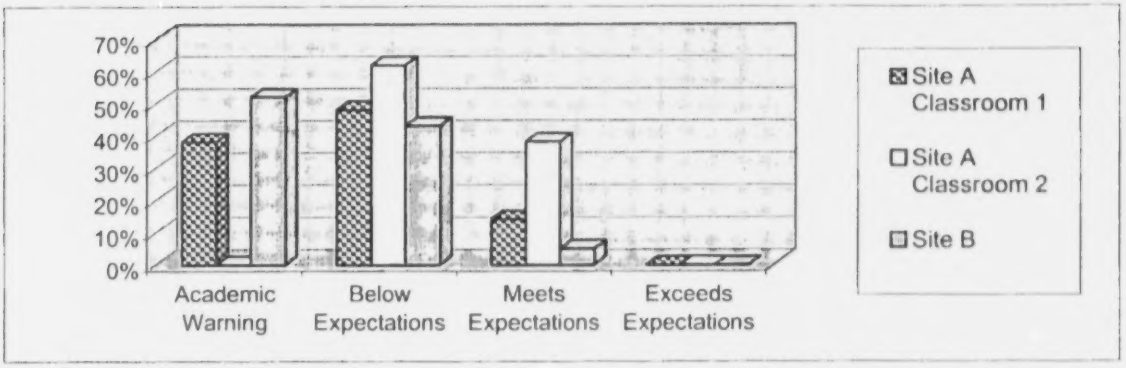
one or level two, and 2 students were at level three. Seven students were at level four, 8 students were at level five, and 4 students were at level six. In the area of organization, no students were at level one or level two, and 5 students were at level three. Six students were at level four, 7 students were at level five, and 3 students were at level six.

In Site B there were significant increases in the areas of focus, support, and organization. In the area of focus, no students scored a level one on their first writing sample or final writing sample. Eleven students scored a level two on their first writing sample, but no students scored at that level on the final sample. The scores for level three went from 9 students to 6. The largest increases were seen at levels four, five, and six, which only 1 student scored in the first writing sample. For the final writing sample, 4 students scored a level four, 10 students scored level five and 1 student scored level six.

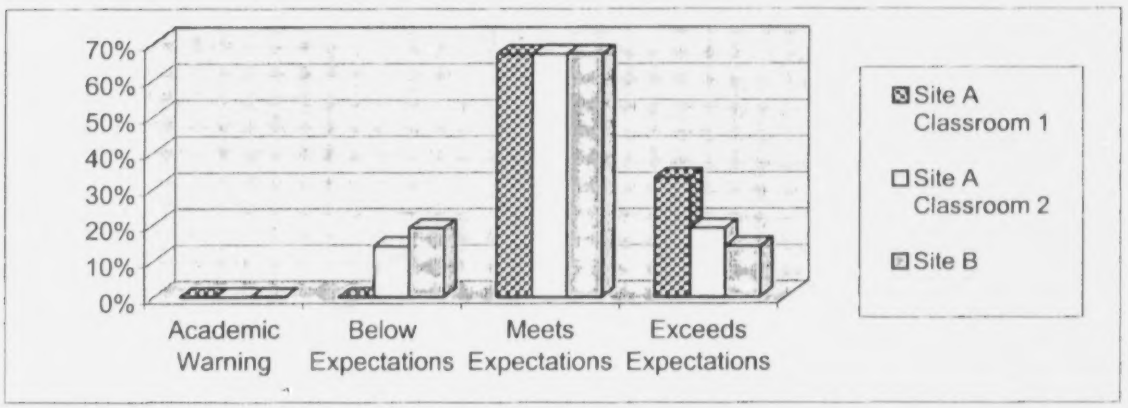
In the area of support, no students scored a level one on their first writing sample or final writing sample. While 17 scored a level two on the first writing sample, this decreased to no students scoring at that level on the final writing sample. The scores for level three went from 3 students to 2. Once again, the largest increases were seen at levels four, five, and six, which only 1 student scored in the first writing

sample. For the final writing sample, 7 students scored a level four, 8 students scored level five and 4 students scored level six.

In the area of organization, no students scored a level one on their first writing sample or final writing sample. While 7 scored a level two on the first writing sample, no students scored at that level on the final writing sample. The scores for level three went from 13 students to 5. No students scored a level four on their first sample, 6 scored at that level on the final sample. The largest increases were seen at levels five and six, which 1 student scored in the first writing sample. For the final writing sample, 7 students scored level five and 3 students scored level six.



Pre-intervention Data



Post-intervention Data

Figure 21 The range in which the targeted students show their level of writing ability on final writing sample

Classroom 1 of Site A found that none of the students were at academic warning or below expectations. Sixty-seven percent of the students met expectations, while 33% exceeded. Site A Classroom 2 had none of the students at academic warning and 14%

of the students were below expectations. Sixty-seven percent met expectations, and 19% exceeded. Site B was similar to Classroom 2 with none of the students at academic warning. Nineteen percent of the students were below expectations, 67% met expectations, and 14% exceeded expectations.

This data proves provides the greatest evidence of the students' growth during the intervention. There was an overall 22% increase in the "exceeds expectations" category, which is the most difficult score to achieve. Site A Classroom 1 increased 33%, Site A Classroom 2 increased 19%, and Site B increased 14%.

There was also a large increase in the students who were meeting expectations from the first writing sample to the last. There was a 48% increase overall. All three sites ended the intervention with 67% of their students performing at expectations. Site A Classroom 1 increased 53%, Site A Classroom 2 increased 29%, and Site B had the most impressive increase of 62%.

Overall, the number of students performing below expectation at all three sites decreased 40%. Site A Classroom 1 had a 48% decrease, Site A Classroom 2 also had a 48% decrease, and Site B had a 24% decrease of its students performing below expectation at the end of the intervention.

By the end of the intervention, all three sites had no students at academic warning. The overall decrease was 30%. Site A Classroom 1 had a decrease of 38%; Site A Classroom 2 did not change because there were no students in this level at any point in the intervention. Site B decreased 52%.

Conclusions and Recommendations

As researchers, we strongly recommend these interventions as a means to improve writing through the use of student goal setting. We found these interventions to be particularly useful for pinpointing student needs and allowing for more appropriate teacher assistance specific to each child. Although each child worked at his own pace, nearly all experienced growth in their writing. With this increase in performance, came a significant increase in student motivation and excitement about their writing progress. Most students looked forward to their weekly writing experience and were anxious to be informed of their progress. Charting this progress, allowed them to visually interpret their success.

Through feedback received from our student post-goal setting surveys (Appendix J), students shared that they had become better writers though this process. In addition to seeing their growth when charting their goals, they also saw a dramatic change in the sophistication of their writing.

Students noted that their paragraphs and papers became longer, more detailed, and better organized. By the end of the intervention it was easier for them to write a paper than it was when they began the process. Students also did reflection writing to discuss progress toward their goal and how they felt they were doing. Many students shared that they were proud of themselves for their growth, while others were very hard on themselves and didn't think they had made significant progress.

Although these interventions proved to be successful, they required an enormous amount of time and organization on the teachers' part. Writing folders had to be set up for each student, individual conferencing with students was time consuming, and grading weekly writing samples became tedious. Once the intervention was underway however, the students were able to keep track of their own progress with little to no teacher assistance.

The researchers plan to continue this goal-setting program in writing with their future students, however a few changes will be made. The researchers felt that students could not adequately see their progress when only charting their growth in one area consisting of only 6 levels. A student could go up 2 levels, which is a significant improvement; however graphing this 2 level improvement appeared deceivingly insignificant on the chart. To solve this problem, the researchers plan to have

the students graph their overall score in the future. They will still set a personal goal in one particular area from the State rubric and focus on that particular goal. Graphing the entire score however, will allow students to visually see their progress more concretely.

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APPENDICES

Appendix A
Staff Goal-Setting Survey

Site A and B

Staff Goal-Setting Survey

Directions: Currently, we are working towards completion of our master's action research project. Please help us by answering the following questions to determine students' experience in goal setting prior to 5th grade.

1. In post years, have you set whole-class goals with your students? Yes No
   Comments:

2. Do you set individual goals for your students? Yes No
   Comments:

3. Do you have your students set goals for themselves? Yes No
   Comments:

4. Do you revisit the goals with your students? Yes No
   Comments:

5. In your opinion, do your students know how to set realistic goals? Yes No
   Comments:

Continued on Back

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6. Do your students complete a chart or some other sort of tracking device to help measure their progress? Yes No
   Comments:

Thank you for your help in our endeavor,

Lisa Harris
Lisa Norris
Lynn Bogolin

* Please return complete survey in to Lynn Bogolin or Lisa Norris *

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Staff Goal-Setting Survey Results

Site A

Staff Goal-Setting Survey

Directions: Currently, we are working towards completion of our master's action research project. Please help us by answering the following questions to determine students' experience in goal setting prior to 5th grade.

	Yes	No
1. In past years, have you set whole-class goals with your students? Comments:	21	3
2. Do you set individual goals for your students? Comments:	16	6
3. Do you have your students set goals for themselves? Comments:	21	3
4. Do you revisit the goals with your students? Comments:	17	2
5. In your opinion, do your students know how to set realistic goals? Comments:	14	9

Continued on Back

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6. Do your students complete a chart or some other sort of tracking device to help measure their progress?

	Yes	No
Comments:	21	3

Thank you for your help in our endeavor,

Lisa Harris
Lisa Norris
Lynn Bogolin

* Please return complete survey in to Lynn Bogolin or Lisa Norris *

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Staff Goal-Setting Survey Results

Site B

Staff Goal-Setting Survey

Directions: Currently, we are working towards completion of our master's action research project. Please help us by answering the following questions to determine students' experience in goal setting prior to 5th grade.

	Yes	No
1. In past years, have you set whole-class goals with your students?	14	3
Comments:		
2. Do you set individual goals for your students?	14	3
Comments:		
3. Do you have your students set goals for themselves?	12	5
Comments:		
4. Do you revisit the goals with your students?	13	2
Comments:		
5. In your opinion, do your students know how to set realistic goals?	3	14
Comments:		

Continued on Back

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6. Do your students complete a chart or some other sort of tracking device to help measure their progress?

	Yes	No
Comments:	𝍸	𝍸
	𝍸	II

Thank you for your help in our endeavor,

Lisa Harris
Lisa Norris
Lynn Bogolin

* Please return complete survey in to Lynn Bogolin or Lisa Norris *

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Appendix B
Student Goal-Setting Survey

Site A and B

Student Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see what you know about goal setting. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____
_____
_____
_____

2. Have **you** set goals for yourself in school before this year?

Yes No I don't know

3. Did **your teacher** set goals for you in school before this year?

Yes No I don't know

4. Did you have a chance to share your goals with your parents?

Yes No I don't know

5. Did you and your teacher keep track of how you were doing on your goal?

Yes No I don't know

6. If you set a goal in school, did you meet it?

Yes No I don't know

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Student Goal-Setting Survey Results

Site A
Classroom 1

Student Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see what you know about goal setting. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____

_____

_____

_____

2. Have you set goals for yourself <u>in school</u> before this year?

Yes	No	I don't know
19		3

3. Did your teacher set goals for you in school before this year?

Yes	No	I don't know
18	1	3

4. Did you have a chance to share your goals with your parents?

Yes	No	I don't know
13	5	4

5. Did you and your teacher keep track of how you were doing on your goal?

Yes	No	I don't know
9	8	5

6. If you set a goal in school, did you meet it?

Yes	No	I don't know
16	1	5

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Student Goal-Setting Survey Results

Site A
Classroom 2

Student Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see what you know about goal setting. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

   _____
   _____
   _____
   _____

2. Have you set goals for yourself <u>in school</u> before this year?

Yes	No	I don't know
𝍸 𝍸 𝍸 III	III	

3. Did your teacher set goals for you in school before this year?

Yes	No	I don't know
𝍸 𝍸	IIII	𝍸 II

4. Did you have a chance to share your goals with your parents?

Yes	No	I don't know
𝍸 𝍸 I	𝍸 III	I

5. Did you and your teacher keep track of how you were doing on your goal?

Yes	No	I don't know
𝍸 𝍸 I	𝍸 I	IIII

6. If you set a goal in school, did you meet it?

Yes	No	I don't know
𝍸 𝍸 III	II	𝍸 I

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Student Goal-Setting Survey Results

Site B

Student Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see what you know about goal setting. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____

_____

_____

_____

2. Have you set goals for yourself <u>in school</u> before this year?

Yes	No	I don't know
𝍸 𝍸 ||	|||	𝍸 𝍸 |

3. Did your teacher set goals for you in school before this year?

Yes	No	I don't know
||||	𝍸 |	𝍸 𝍸 |

4. Did you have a chance to share your goals with your parents?

Yes	No	I don't know
||	𝍸 |	𝍸 𝍸 |||

5. Did you and your teacher keep track of how you were doing on your goal?

Yes	No	I don't know
𝍸 ||	||||	𝍸 𝍸

6. If you set a goal in school, did you meet it?

Yes	No	I don't know
𝍸 𝍸 ||	||	𝍸 ||

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Persuasive/ Expository Paper Rubric

	Focus	Support	Organization	Integration
6	• I have a great introduction that explains my topic. • I kept my focus. • The paper is logical. • I have a great closing, although it may be a restatement of points from the introduction.	• All of my ideas have specific supporting details. • I developed my paper with many examples, reasons, or explanations. • I used interesting and clear words to support my topic.	• I ordered my ideas logically. • I used paragraphs appropriately. • My paper is connected between the paragraphs and flows within the paragraphs. • I used a variety of sentences. • I used a variety of appropriate transitions.	• I have a fully developed paper for my grade level. • I have a clear and developed focus. • I have balanced, specific details. • My sentences and paragraphs fit smoothly together.
5	• I introduced my topic. • I keep my focus. • The paper is logical. • I have a closing.	• Most of my ideas have specific supporting details. • I develop my paper with some examples, reasons, or explanations. • I used interesting and clear words that support my topic.	• I put my ideas in logical order. • Most of my paragraphs are correct. • Most of my paper is connected between the paragraphs and flows within the paragraphs. • Some of my sentences are varied. • I used appropriate transitions.	• My paper is developed for my grade level. • I have developed all writing features, but some parts of my paper are better developed than others.
4	• I may begin my writing without a clear introduction. • If I introduced the paper with a preview, I wrote only about my previewed points. • I gave some support to maintain the subject. • Some of my paper is focused and logical. • I may have a closing.	• Some of my ideas have specific supporting details. • I developed my paper with some general examples, reasons, or explanations.	• I put my ideas in logical order. • Many of my paragraphs are correct. • Some of my paper is connected between the paragraphs and flows within the paragraphs. • Some ideas do not fit my paper. • I used some simple transitions.	• My paper is developed for my grade level. • My paper is simple, clear, and presents the essentials.
3	• I may begin my paper with no introduction. • My subject or position may depend on my readers' knowing the prompt. • I may not have stayed on topic with my subject or position. • I may have more than one position without tying them together.	• I may not have written enough. • Few of my ideas have specific supporting details. • My details may look like a list. • I may not have written enough to support my topic.	• I tried to explain my topic, but it was unclear. • Few of my ideas were in paragraphs, and they may not have been in order. • Many ideas do not fit my paper. • I may not have written enough. • I have inappropriate transitions.	• My paper is partially developed for my grade level. • I have included all writing features, but at least one of these features is not complete. • I may not have written enough.
2	• My subject is unclear. • I wrote about different subjects, or I changed my focus. • I may not have written enough. • I may not have written a persuasive or expository paper.	• I may have used unclear or unrelated supporting details. • My details may be a list of ideas that do not go together. • I have not written enough to show support.	• I tried to explain my subject, but it did not make sense. • My paper has few correct paragraphs. • My paper has few transitions that make sense. • I may not have written enough.	• My paper is not developed for my grade level. • I tried to use the features of writing in my paper but my readers may be confused. • My paper is not persuasive or expository. • I may not have written enough.
1	• My writing is confusing. • I did not write about the topic. • I have not written enough.	• I did not write enough to support my topic. • My writing is confusing.	• My writing is confusing. • I did not write enough.	• I did not write enough.
	Conventions			
2	• I have mastered sentence construction. • My paper may have a few invented spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	1	• The number of errors in my paper interferes with my readers' understanding	

Grading Scale
28-32 = A (Exceeds 5th grade standards)
21-27 = B (Meets 5th grade standards)
14-20 = C (Below 5th grade standards)
6-13 = D (At risk)

* Integration score is doubled

Site A

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Persuasive/Expository Writing Rubric
Initial Baseline Writing Sample Results

Site A
Classroom 1

Persuasive/ Expository Paper Rubric

	Focus	Support	Organization	Integration
6	• I have a great introduction that explains my topic. • I kept my focus. • The paper is logical. • I have a great closing, although it may be a restatement of points from the introduction.	• All of my ideas have specific supporting details. • I developed my paper with many examples, reasons, or explanations. • I used interesting and clear words to support my topic.	• I ordered my ideas logically. • I used paragraphs appropriately. • My paper is connected between the paragraphs and flows within the paragraphs. • I used a variety of sentences. • I used a variety of appropriate transitions.	• I have a fully developed paper for my grade level. • I have a clear and developed focus. • I have balanced, specific details. • My sentences and paragraphs fit smoothly together.
5	• I introduced my topic. • I keep my focus. • The paper is logical. • I have a closing ~ |||	• Most of my ideas have specific supporting details. • I develop my paper with some examples, reasons, or explanations. • I used interesting and clear words that support my topic.	• I put my ideas in logical order. • Most of my paragraphs are correct. • Most of my paper is connected between the paragraphs and flows within the paragraphs. • Some of my sentences are varied. • I used appropriate transitions.	• My paper is developed for my grade level. • I have developed all writing features, but some parts of my paper are better developed than others.
4	• I may begin my writing without a clear introduction. • I introduced the paper with a preview, I wrote only about my previewed points. • I give some support to maintain the subject. • Some of my paper is focused and logical. • I may have a closing ++++ ||||	• Some of my ideas have specific supporting details. • I developed my paper with some general examples, reasons, or explanations. |||	• I put my ideas in logical order. • Many of my paragraphs are correct. • Some of my paper is connected between the paragraphs and flows within the paragraphs. • Some ideas do not fit my paper. • I used some simple transitions. ||||	• My paper is developed for my grade level. • My paper is simple, clear, and presents the essentials.
3	• I may begin my paper with no introduction. • My subject or position may depend on my readers' knowing the prompt. • I may not have stayed on topic with my subject or position. • I may have more than one position without tying them together. ++++ |||||	• I may not have written enough. • Few of my ideas have specific supporting details. • My details may look like a list. • I may not have written enough to support my topic. ++++ |||	• I tried to explain my topic, but it was unclear. • Few of my ideas were in paragraphs, and they may not have been in order. • Many ideas do not fit my paper. • I may not have written enough. • I have inappropriate transitions. ||	• My paper is partially developed for my grade level. • I have included all writing features, but at least one of these features is not complete. • I may not have written enough.
2	• My subject is unclear. • I wrote about different subjects, or I changed my focus • I may not have written enough. • I may not have written a persuasive or expository paper.	• I may have used unclear or unrelated supporting details. • My details may be a list of ideas that do not go together. • I have not written enough to show support ++++ |||	• I tried to explain my subject, but it did not make sense. • My paper had few correct paragraphs. • My paper has few transitions that make sense. • I may not have written enough. ++++ ++++ ++++	• My paper is not developed for my grade level. • I tried to use the features of writing in my paper but my readers may be confused. • My paper is not persuasive or expository • I may not have written enough.
1	• My writing is confusing • I did not write about the topic • I have not written enough.	• I did not write enough to support my topic. • My writing is confusing.	• My writing is confusing • I did not write enough.	• I did not write enough.
	Conventions			
2	• I have mastered sentence construction. • My paper may have a few invented spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	1	• The number of errors in my paper interferes with my readers' understanding	

Grading Scale

28-32 = A (Exceeds 5th grade standards)
21-27 = B (Meets 5th grade standards) \|\|\|
14-20 = C (Below 5th grade standards)++++ ++++
6-13 = D (At risk) ++++ \|\|\|

* Integration score is doubled

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Persuasive/ Expository Paper Rubric

	Focus	Support	Organization	Integration
6	• I have a great introduction that explains my topic. • I kept my focus. • The paper is logical. • I have a great closing, although it may be a restatement of points from the introduction.	• All of my ideas have specific supporting details. • I developed my paper with many examples, reasons, or explanations. • I used interesting and clear words to support my topic.	• I ordered my ideas logically. • I used paragraphs appropriately. • My paper is connected between the paragraphs and flows within the paragraphs. • I used a variety of sentences. • I used a variety of appropriate transitions.	• I have a fully developed paper for my grade level. • I have a clear and developed focus. • I have balanced, specific details. • My sentences and paragraphs fit smoothly together.
5	• I introduced my topic. • I keep my focus. • The paper is logical. • I have a closing.	• Most of my ideas have specific supporting details. • I develop my paper with some examples, reasons, or explanations. • I used interesting and clear words that support my topic. ||	• I put my ideas in logical order. • Most of my paragraphs are correct. • Most of my paper is connected between the paragraphs and flows within the paragraphs. • Some of my sentences are varied. • I used appropriate transitions. ||	• My paper is developed for my grade level. • I have developed all writing features, but some parts of my paper are better developed than others.
4	• I may begin my writing without a clear introduction. • If I introduced the paper with a preview, I wrote only about my previewed points. • I gave some support to maintain the subject. • Some of my paper is focused and logical. • I may have a closing. |||| ||	• Some of my ideas have specific supporting details. • I developed my paper with some general examples, reasons, or explanations. |||| ||||	• I put my ideas in logical order. • Many of my paragraphs are correct. • Some of my paper is connected between the paragraphs and flows within the paragraphs. • Some ideas do not fit my paper. • I used some simple transitions. |||| ||||	• My paper is developed for my grade level. • My paper is simple, clear, and presents the essentials.
3	• I may begin my paper with no introduction. • My subject or position may depend on my readers' knowing the prompt. • I may not have stayed on topic with my subject or position. • I may have more than one position without tying them together. |||| |	• I may not have written enough. • Few of my ideas have specific supporting details. • My details may look like a list. • I may not have written enough to support my topic. |||| ||||	• I tried to explain my topic, but it was unclear. • Few of my ideas were in paragraphs, and they may not have been in order. • Many ideas do not fit my paper. • I may not have written enough. • I have inappropriate transitions. |||| ||||	• My paper is partially developed for my grade level. • I have included all writing features, but at least one of these features is not complete. • I may not have written enough.
2	• My subject is unclear. • I wrote about different subjects, or I changed my focus. • I may not have written enough. • I may not have written a persuasive or expository paper. |||	• I may have used unclear or unrelated supporting details. • My details may be a list of ideas that do not go together. • I have not written enough to show support.	• I tried to explain my subject, but it did not make sense. • My paper has few correct paragraphs. • My paper has few transitions that make sense. • I may not have written enough.	• My paper is not developed for my grade level. • I tried to use the features of writing in my paper but my readers may be confused. • My paper is not persuasive or expository. • I may not have written enough.
1	• My writing is confusing. • I did not write about the topic. • I have not written enough.	• I did not write enough to support my topic. • My writing is confusing.	• My writing is confusing. • I did not write enough.	• I did not write enough.
	Conventions			
2	• I have mastered sentence construction. • My paper may have a few invented spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	1	• The number of errors in my paper interferes with my readers' understanding.	

Grading Scale

28-32 = A (Exceeds 5th grade standards)
21-27 = B (Meets 5th grade standards) |||| |
14-20 = C (Below 5th grade standards) |||| ||||
6-13 = D (At risk)

* Integration score is doubled

persuasive/Expository writing Rubric
Initial Baseline writing Sample Results

Site A
Classroom 2

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Persuasive/ Expository Paper Rubric

	Focus	Support	Organization	Integration
6	• I have a great introduction that explains my topic. • I kept my focus. • The paper is logical. • I have a great closing, although it may be a restatement of points from the introduction. 𝍸 𝍸 ||||	• All of my ideas have specific supporting details. • I developed my paper with many examples, reasons, or explanations. • I used interesting and clear words to support my topic. |	• I ordered my ideas logically. • I used paragraphs appropriately. • My paper is connected between the paragraphs and flows within the paragraphs. • I used a variety of sentences. • I used a variety of appropriate transitions. ||	• I have a fully developed paper for my grade level. • I have a clear and developed focus. • I have balanced, specific details. • My sentences and paragraphs fit smoothly together.
5	• I introduced my topic. • I kept my focus. • The paper is logical. • I have a closing. 𝍸 ||||	• Most of my ideas have specific supporting details. • I develop my paper with some examples, reasons, or explanations. • I used interesting and clear words that support my topic. 𝍸 ||	• I put my ideas in logical order. • Most of my paragraphs are correct. • Most of my paper is connected between the paragraphs and flows within the paragraphs. • Some of my sentences are varied. • I used appropriate transitions. 𝍸 ||	• My paper is developed for my grade level. • I have developed all writing features, but some parts of my paper are better developed than others.
4	• I may begin my writing without a clear introduction. • If I introduced the paper with a preview, I write only about my previewed points. • I gave some support to maintain the subject. • Some of my paper is focused and logical. | • I may have a closing.	• Some of my ideas have specific supporting details. • I developed my paper with some general examples, reasons, or explanations. 𝍸 𝍸 |	• I put my ideas in logical order. • Many of my paragraphs are correct. • Some of my paper is connected between the paragraphs and flows within the paragraphs. • Some ideas do not fit my paper. • I used some simple transitions. 𝍸 𝍸	• My paper is developed for my grade level. • My paper is simple, clear, and presents the essentials.
3	• I may begin my paper with no introduction. • My subject or position may depend on my readers' knowing the prompt. • I may not have stayed on topic with my subject or position. • I may have more than one position without tying them together. ||	• I may not have written enough. • Few of my ideas have specific supporting details. • My details may look like a list. • I may not have written enough to support my topic. ||	• I tried to explain my topic, but it was unclear. • Few of my ideas were in paragraphs, and they may not have been in order. • Many ideas do not fit my topic. • I may not have written enough. • I have inappropriate transitions. ||	• My paper is partially developed for my grade level. • I have included all writing features, but at least one of these features is not complete. • I may not have written enough.
2	• My subject is unclear. • I write about different subjects, or I changed my focus. • I may not have written enough. • I may not have written a persuasive or expository paper.	• I may have used unclear or unrelated supporting details. • My details may be a list of ideas that do not go together. • I have not written enough to show support.	• I tried to explain my subject, but it did not make sense. • My paper has few correct paragraphs. • My paper has few transitions that make sense. • I may not have written enough.	• My paper is not developed for my grade level. • I tried to use the features of writing in my paper but my readers may be confused. • My paper is not persuasive or expository. • I may not have written enough.
1	• My writing is confusing. • I did not write about the topic. • I have not written enough.	• I did not write enough to support my topic. • My writing is confusing.	• My writing is confusing. • I did not write enough.	• I did not write enough.

Conventions	
6	• I have mastered sentence construction. • My paper may have a few invented spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.
2	• The number of errors in my paper interferes with my reader's understanding.

Grading Scale

28-32 = A (Exceeds 5th grade standards) 𝍸 𝍸 \|\|
21-27 = B (Meets 5th grade standards) 𝍸 𝍸 𝍸 \|\|\|\|
14-20 = C (Below 5th grade standards)
6-13 = D (At risk)

* Integration score is doubled

Site A
Classroom 1

Persuasive/Expository Writing Rubric
Final Writing Sample Results

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Persuasive/ Expository Writing Rubric

Site A
Classroom 2

Persuasive/Expository writing Rubric
Final writing Sample Results

	Focus	Support	Organization	Integration
6	• I have a great introduction that explains my topic. • I kept my focus. • The paper is logical. • I have a great closing, although it may be a restatement of points from the introduction. III	• All of my ideas have specific supporting details. • I developed my paper with many examples, reasons, or explanations. • I used interesting and clear words to support my topic. III	• I ordered my ideas logically. • I used paragraphs appropriately. • My paper is connected between the paragraphs and flows within the paragraphs. • I used a variety of sentences. • I used a variety of appropriate transitions. I	• I have a fully developed paper for my grade level. • I have a clear and developed focus. • I have balanced, specific details. • My sentences and paragraphs fit smoothly together.
5	• I introduced my topic. • I kept my focus. • The paper is logical. • I have a closing IIII I	• Most of my ideas have specific supporting details. • I develop my paper with some examples, reasons, or explanations. • I used interesting and clear words that support my topic. IIII III	• I put my ideas in logical order. • Most of my paragraphs are correct. • Most of my paper is connected between the paragraphs and flows within the paragraphs. • Some of my sentences are varied. • I used appropriate transitions. IIII	• My paper is developed for my grade level. • I have developed all writing features, but some parts of my paper are better developed than others.
4	• I may begin my writing without a clear introduction. • I introduced the paper with a preview. I wrote only about my previewed points. • I gave some support to maintain the subject • Some of my paper is focused and logical • I may have a closing IIII I	• Some of my ideas have specific supporting details. • I developed my paper with some general examples, reasons, or explanations. IIII IIII	• I put my ideas in logical order. • Many of my paragraphs are correct. • Some of my paper is connected between the paragraphs and flows within the paragraphs. • Some ideas do not fit my paper. • I used some simple transitions. IIII IIII II	• My paper is developed for my grade level. • My paper is simple, clear, and presents the essentials
3	• I may begin my paper with no introduction. • My subject or position may depend on my readers' knowing the prompt. • I may not have stayed on topic with my subject or position. • I may have more than one position without tying them together. I	• I may not have written enough. • Few of my ideas have specific supporting details. • My details may look like a list. • I may not have written enough to support my topic. I	• I tried to explain my topic, but it was unclear. • Some of my ideas were in paragraphs, and they may not [illegible] in order. • Some ideas do not fit my paper. • I may not have written enough. • I have inappropriate transitions. IIII	• My paper is partially developed for my grade level. • I have included all writing features, but at least one of these features is not complete. • I may not have written enough.
2	• My subject is unclear. • I wrote about different subjects, or I dropped my focus. • I may not have written enough. • I may not have written a persuasive or expository paper. I	• I may have used unclear or unrelated supporting details. • My details may be a list of ideas that do not go together. • I have not written enough to show support I	• I tried to explain my subject, but it did not make sense. • My paper has few correct paragraphs. • My paper has few transitions that make sense. • I may not have written enough. I	• My paper is not developed for my grade level. • I tried to use the features of writing in my paper but my readers may be confused. • My paper is not persuasive or expository • I may not have written enough.
1	• My writing is confusing • I did not write about the topic. • I have not written enough.	• I did not write enough to support my topic. • My writing is confusing I	• My writing is confusing • I did not write enough. I	• I did not write enough. I
2	• I have mastered sentence construction. • My paper may have a few minimal spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	Conventions	• The number of errors in my paper interferes with my readers' understanding I	* Integration score is doubled

Grading Scale
28-32 = A (Exceeds 5th grade standards)IIII
21-27 = B (Meets 5th grade standards)IIII IIII
14-20 = C (Below 5th grade standards)IIII
6-13 = D (At risk)

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Narrative Paper Rubric

	Focus	Elaboration	Organization	Integration
6	• My story flowed smoothly from beginning to end. • I had a great closing. • I wrote about only one event. • I included reactions that make sense.	• I explained the event by using specific details and examples, although some of my episodes and reactions may be better developed than others. • I told how I felt about the examples and how this event affected my life. • I used descriptive words to tell my story.	• I used all paragraphs appropriately. • I wrote a clear narrative that moves through time without gaps. • I used different kinds of sentences so that my sentences are related to each other (cohesion). • All of my transitions connect my story from beginning to end (coherence).	• My story was easy to understand. • All the details of my story were connected together. • My story was outstanding in all areas.
5	• Most of my story flowed from beginning to end. • I wrote about my feelings throughout the paper. • Most of the reactions I included make sense. • I had a closing.	• I told how I felt during the event. • I used some descriptive words to tell my story. • I explained this event by using some specific details and examples.	• I wrote a narrative that moves through time with few gaps. • Most of the episodes are appropriately paragraphed. • I used some different kinds of sentences to tie the story together (cohesion). • I used some different transition words to tie my ideas and paragraphs together (coherence).	• My story had some details and made sense. • Some parts of my paper are better developed than others.
4	• My story was clear, and I stayed on track. • I knew how I felt about the event and wrote some things about it. • My paper has reactions, but some may not be stated directly in the paper. • I might not have a closing.	• I told about some things that happened during the event using specific details. • I need more development of depth. • I told how I felt during the event.	• My narrative had a beginning, middle, and end. • I used some appropriate paragraphing of the episodes (coherence). • I used some simple transitions that help tell the story events (coherence).	• My story was simple and clear.
3	• My story was clear, but I got off track. • I forgot to tell how I felt about the topic. • I needed more details. • I did not include reactions, or my reactions did not make sense. • I may not have written enough.	• My story had a few general details and examples. • I included only a list of episodes or reactions. • I may not have written enough.	• I wrote a narrative, but there were gaps in the story. • Some of my paragraphs are inappropriate. • My paper may include transitions that are confusing. • I may not have written enough.	• I started my story, but left out some important details.
2	• My story was not clear. • I forgot to write about my reactions and feelings. • I needed to write more and put it in good order. • I did not write a story that moved through time. • I did not write enough.	• I needed more parts to my story, and they needed to be connected. • I may not have written a narrative paper. • I did not include appropriate paragraphing. • I did not write enough.	• I may not have written a narrative. • My sentences were not in order. • I did not write enough.	• I tried to follow the directions, but big parts were missing.
1	• I did not write about the story.	• I needed to write a story and include details.	• I did not write a narrative. • I did not write enough.	• I did not follow the directions. • I needed to write more.

	Conventions		
2	• I have mastered sentence construction. • My paper may have a few inverted spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	1	• The number of errors in my paper interferes with my readers' understanding.

Grading Scale

28-32 = A (Exceeds 5th grade standards)
21-27 = B (Meets 5th grade standards)
14-20 = C (Below 5th grade standards)
6-13 = D (At risk)

* Integration score is doubled

Side B

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96

Narrative Writing Rubric
Initial Baseline Writing Sample Results

96

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Site B

Narrative Paper Rubric

	Focus	Elaboration	Organization	Integration
6	• My story flowed smoothly from beginning to end. • I had a great closing. • I wrote about only one event. • I included reactions that make sense.	• I explained the event by using specific details and examples, although some of my episodes and reactions may be better developed than others. • I told how I felt about the examples and how this event affected my life. • I used descriptive words to tell my story.	• I used all paragraphs appropriately. • I wrote a clear narrative that moves through time without gaps. • I used different kinds of sentences so that my sentences are related to each other (cohesion). • All of my transitions connect my story from beginning to end (coherence).	• My story was easy to understand. • All the details of my story were connected together. • My story was outstanding in all areas.
5	• Most of my story flowed from beginning to end. • I wrote about my feelings throughout the paper. • Most of the reactions I included make sense. • I had a closing.	• I told how I felt during the event. • I used some descriptive words to tell my story. • I explained this event by using some specific details and examples.	• I wrote a narrative that moves through time with few gaps. • Most of the episodes are appropriately paragraphed. • I used some different kinds of sentences to tie the story together (cohesion). • I used some different transition words to tie my ideas and paragraphs together (coherence).	• My story had some details and made sense. • Some parts of my paper are better developed than others.
4	• My story was clear, and I stayed on track. • I knew how I felt about the event and wrote some things about it. • My paper has reactions, but some may not be stated directly in the paper. • I might not have a closing.	• I told about some things that happened during the event using specific details. • I need more development of depth. • I told how I felt during the event.	• My narrative had a beginning, middle, and end. • I used some appropriate paragraphing of the episodes (coherence). • I used some simple transitions that help tell the story events (coherence).	• My story was simple and clear.
3	• My story was clear, but I got off track. • I forgot to tell how I felt about the topic. • I needed more details. • I did not include reactions, or my reactions did not make sense. • I may not have written enough. |||| |||	• My story had a few general details and examples. • I included only a list of episodes or reactions. • I may not have written enough. |||	• I wrote a narrative, but there ...are gaps in the story. • Some of my paragraphs are inappropriate. • My paper may include transitions that are confusing. • I may not have written enough. |||| |||| |||	• I started my story, but left out some important details.
2	• My story was not clear. • I forgot to write about my reactions and feelings. • I needed to write more and put it in good order. • I did not write a story that moved through time. • I did not write enough. |||| |||| |	• I needed more parts to my story, and they needed to be connected. • I may not have written a narrative paper. • I did not include appropriate paragraphing. • I did not write enough. |||| || |||| ||||	• I may not have written a narrative. • My sentences were not in order. • I did not write enough. |||| ||	• I tried to follow the directions, but big parts were missing.
1	• I did not write about the story.	• I needed to write a story and include details.	• I did not write a narrative. • I did not write enough.	• I did not follow the directions. • I needed to write more.

Conventions			
2	• I have mastered sentence construction. • My paper may have a few invented spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	1	• The number of errors in my paper interferes with my readers' understanding.

Grading Scale

28-32 = A (Exceeds 5th grade standards)
21-27 = B (Meets 5th grade standards) \|\|\|\| \|\|\|\| \|
14-20 = C (Below 5th grade standards) \|\|\|\| \|\|\|\| \|\|\|\|
6-13 = D (At risk) \|\|\|\| \|\|\|\| \|

* Integration score is doubled

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Narrative Writing Rubric
Final Writing Sample Results

Site B

Narrative Paper Rubric

	Focus	Elaboration	Organization	Integration
6	• My story flowed smoothly from beginning to end. • I had a great closing. • I wrote about only one event. • I included reactions that make sense.	• I explained the event by using specific details and examples, although some of my episodes and reactions may be better developed than others. • I told how I felt about the examples and how the event affected my life. • I used descriptive words to tell my story. ////	• I used all paragraphs appropriately. • I wrote a clear narrative that moves through time without gaps. • I used different kinds of sentences so that my sentences are related to each other (cohesion). • All of my transitions connect my story from beginning to end (coherence). ///	• My story was easy to understand. • All the details of my story were connected together. • My story was outstanding in all areas.
5	• Most of my story flowed from beginning to end. • I wrote about my feelings throughout the paper. • Most of the reactions I included make sense. • I had a closing.	• I told how I felt during the event. • I used some descriptive words to tell my story. • I explained the event by using some specific details and examples. //// ///	• I wrote a narrative that moves through time with few gaps. • Most of the episodes are appropriately paragraphed. • I used some different kinds of sentences to tie the story together (cohesion). • I used some different transition words to tie my ideas and paragraphs together (coherence).	• My story had some details and made sense. • Some parts of my paper are better developed than others.
4	• My story was clear, and I stayed on track. • I knew how I felt about the event and wrote some things about it. • My paper has reactions, but some may not be stated directly in the paper. • I might not have a closing. ////	• I told about some things that happened during the event using specific details. • I need more development of depth. • I told how I felt during the event. ////	• My narrative had a beginning, middle, and end. • I used some appropriate paragraphing of the episodes (coherence). • I used some simple transitions that help tell the story events (coherence). ////	• My story was simple and clear.
3	• My story was clear, but I got off track. • I forgot to tell how I felt about the topic. • I needed more details. • I did not include reactions, or my reactions did not make sense. • I may not have written enough. ///	• My story had a few general details and examples. • I included only a list of episodes or reactions. • I may not have written enough. ///	• I wrote a narrative, but there were gaps in the story. • Some of my paragraphs are inappropriate. • My paper may include transitions that are confusing. • I may not have written enough. ///	• I started my story, but left out some important details.
2	• My story was not clear. • I forgot to write about my reactions and feelings. • I needed to write more and put it in good order. • I did not write a story that moved through time. • I did not write enough.	• I needed more parts to my story, and they needed to be connected. • I may not have written a narrative paper. • I did not include appropriate paragraphing. • I did not write enough.	• I may not have written a narrative. • My sentences were not in order. • I did not write enough.	• I tried to follow the directions, but Big parts were missing.
1	• I did not write about the story.	• I needed to write a story and include details.	• I did not write a narrative. • I did not write enough.	• I did not follow the directions. • I needed to write more.

Conventions

2	• I have mastered sentence construction. • My paper may have a few unskilled spellings of uncommon words. • Subjects and their verbs agree correctly. • My paper has demonstrated mastery of basic punctuation and capitalization.	1 • The number of errors in my paper interferes with my readers understanding.

Grading Scale

28-32 = A (Exceeds 5th grade standards) ////
21-27 = B (Meets 5th grade standards) //// //// ////
14-20 = C (Below 5th grade standards) ////
6-13 = D (At risk)

* Integration score is doubled

Appendix E
Parent Goal-Setting Survey

Site A and B

Parent Goal-Setting Survey

Directions: As you are aware, your child will be working on setting realistic goals for themselves in the area of writing this year. Please take a few minutes to fill-out this survey so that I can better assess his/her previous experiences with goal setting.

1. In previous years, teachers have helped my child set realistic academic goals.
   (If **Unknown**, please skip to number 7 on the survey.)

   Agree Disagree Unknown

2. In previous years, teacher/student goals were shared with myself and/or my spouse.

   Agree Disagree Unknown

3. Student goals were **created by my child** instead of his/her teacher.

   Agree Disagree Unknown

4. The teacher continuously reviewed my child's progress toward his/her personal goal.

   Agree Disagree Unknown

5. The results of his/her progress were shared with myself and/or my spouse.

   Agree Disagree Unknown

6. To my knowledge, my child attained his/her goal.

   Agree Disagree Unknown

7. Please share any thoughts about your child's goal setting **outside of school**.
   (Ex. Have they set personal goals, what were these goals, were the goals realistic?)

_____
_____
_____
_____
_____

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Parent Goal-Setting Survey Results

Site A
Classroom 1

Parent Goal-Setting Survey

Directions: As you are aware, your child will be working on setting realistic goals for themselves in the area of writing this year. Please take a few minutes to fill-out this survey so that I can better assess his/her previous experiences with goal setting.

1. In previous years, teachers have helped my child set realistic academic goals.
   (If **Unknown**, please skip to number 7 on the survey.)

Agree	Disagree	Unknown
14	2	1

2. In previous years, teacher/student goals were shared with myself and/or my spouse.

Agree	Disagree	Unknown
13	3	1

3. Student goals were **created by my child** instead of his/her teacher.

Agree	Disagree	Unknown
9	5	3

4. The teacher continuously reviewed my child's progress toward his/her personal goal.

Agree	Disagree	Unknown
12	2	3

5. The results of his/her progress were shared with myself and/or my spouse.

Agree	Disagree	Unknown
13	3	1

6. To my knowledge, my child attained his/her goal.

Agree	Disagree	Unknown
10	5	2

7. Please share any thoughts about your child's goal setting **outside of school**.
   (Ex. Have they set personal goals, what were these goals, were the goals realistic?)

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Parent Goal-Setting Survey Results

Site A
Classroom 2

Parent Goal-Setting Survey

Directions: As you are aware, your child will be working on setting realistic goals for themselves in the area of writing this year. Please take a few minutes to fill-out this survey so that I can better assess his/her previous experiences with goal setting.

1. In previous years, teachers have helped my child set realistic academic goals.
   (If **Unknown**, please skip to number 7 on the survey.)

Agree	Disagree	Unknown
14	1	3

2. In previous years, teacher/student goals were shared with myself and/or my spouse.

Agree	Disagree	Unknown
12	2	4

3. Student goals were **created by my child** instead of his/her teacher.

Agree	Disagree	Unknown
6	5	7

4. The teacher continuously reviewed my child's progress toward his/her personal goal.

Agree	Disagree	Unknown
7	4	6

5. The results of his/her progress were shared with myself and/or my spouse.

Agree	Disagree	Unknown
13	2	3

6. To my knowledge, my child attained his/her goal.

Agree	Disagree	Unknown
9	5	4

7. Please share any thoughts about your child's goal setting **outside of school**.
   (Ex. Have they set personal goals, what were these goals, were the goals realistic?)

_____
_____
_____
_____
_____

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Parent Goal-Setting Survey Results

Site B

Parent Goal-Setting Survey

Directions: As you are aware, your child will be working on setting realistic goals for themselves in the area of writing this year. Please take a few minutes to fill-out this survey so that I can better assess his/her previous experiences with goal setting.

1. In previous years, teachers have helped my child set realistic academic goals.
   (If **Unknown**, please skip to number 7 on the survey.)

Agree	Disagree	Unknown
14	2	6

2. In previous years, teacher/student goals were shared with myself and/or my spouse.

Agree	Disagree	Unknown
15		1

3. Student goals were **created by my child** instead of his/her teacher.

Agree	Disagree	Unknown
6	5	5

4. The teacher continuously reviewed my child's progress toward his/her personal goal.

Agree	Disagree	Unknown
10	2	4

5. The results of his/her progress were shared with myself and/or my spouse.

Agree	Disagree	Unknown
13	2	1

6. To my knowledge, my child attained his/her goal.

Agree	Disagree	Unknown
10	5	1

7. Please share any thoughts about your child's goal setting **outside of school**.
   (Ex. Have they set personal goals, what were these goals, were the goals realistic?)

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Appendix F
Expository Writing Prompt

Site A

Expository Writing Prompt

We see trees around us everywhere. There are so many trees that sometimes we forget how important they are and how they make our lives more enjoyable. People make things from trees. It can be fun to decorate trees. Trees also give shade during the hot summer. Sometimes boys and girls have fun playing in them.

Write and expository paper explaining how trees make life more enjoyable. Be sure to give details about your ideas.

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Appendix G
Narrative Writing Prompt

Site B

Narrative Writing Prompt

Think about a time when you were surprised. It could have been a birthday party or when you got something you had not expected. It could be when you planned something and it didn't turn out the way you thought it would have been, or when someone came for a surprise visit. Surprises can be funny, scary, or exciting. You should:

a.) Choose one time when you were surprised.
b.) Tell what happened and how you felt.
c.) Don't tell about a make-believe time. Tell about something that really happened.

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Appendix H
Student Goal Chart

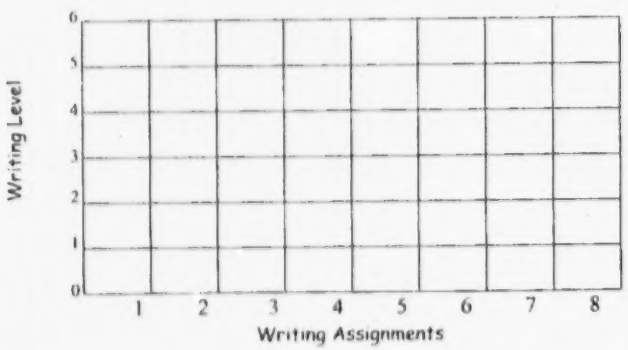
Site A and B

Recording Student Achievement

Name _____
Writing Goal _____
_____
_____

My score in the beginning was at level_____
My goal is to be at a level _____. __ _____ times by _____.

Specific things that I needed to do while I am writing and while I am editing are:
_____
_____
_____
_____



Give the date and topic for each writing assignment.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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Appendix I
Parent Post Goal-Setting Survey

Site A and B

Parent Post Goal-Setting Survey

Directions: As you are aware, your child spent first semester working towards a writing goal that they set at the beginning of the school year. Please take a few minutes to fill out this survey so that you can help me determine how your child's goal setting experience went.

1. I was informed of my child's writing goal this year.

   Agree Disagree Unknown

2. Student writing goals were **created by my child** instead of his/her teacher.

   Agree Disagree Unknown

3. The teacher continuously reviewed my child's progress toward his/her personal goal.

   Agree Disagree Unknown

4. I was informed of my child's writing progress this year.

   Agree Disagree Unknown

5. I have seen growth in my child's writing due to goal setting.

   Agree Disagree Unknown

6. To my knowledge, my child attained his/her writing goal.

   Agree Disagree Unknown

Additional comments about the goal-setting process:

_____
_____
_____
_____
_____

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Parent Post Goal-Setting Survey Results

Site A
Classroom 1

Parent Post Goal-Setting Survey

Directions: As you are aware, your child spent first semester working towards a writing goal that they set at the beginning of the school year. Please take a few minutes to fill out this survey so that you can help me determine how your child's goal setting experience went.

1. I was informed of my child's writing goal this year.

Agree	Disagree	Unknown
19	1	1

2. Student writing goals were **created by my child** instead of his/her teacher.

Agree	Disagree	Unknown
19		1

3. The teacher continuously reviewed my child's progress toward his/her personal goal.

Agree	Disagree	Unknown
19		1

4. I was informed of my child's writing progress this year.

Agree	Disagree	Unknown
20		1

5. I have seen growth in my child's writing due to goal setting.

Agree	Disagree	Unknown
13	1	1

6. To my knowledge, my child attained his/her writing goal.

Agree	Disagree	Unknown
13	2	1

Additional comments about the goal-setting process:

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Parent Post Goal-Setting Survey Results

Site A
Classroom 2

Parent Post Goal-Setting Survey

Directions: As you are aware, your child spent first semester working towards a writing goal that they set at the beginning of the school year. Please take a few minutes to fill out this survey so that you can help me determine how your child's goal setting experience went.

1. I was informed of my child's writing goal this year.

Agree	Disagree	Unknown
19	1	

2. Student writing goals were **created by my child** instead of his/her teacher.

Agree	Disagree	Unknown
19	1	

3. The teacher continuously reviewed my child's progress toward his/her personal goal.

Agree	Disagree	Unknown
19		1

4. I was informed of my child's writing progress this year.

Agree	Disagree	Unknown
18		2

5. I have seen growth in my child's writing due to goal setting.

Agree	Disagree	Unknown
16	1	3

6. To my knowledge, my child attained his/her writing goal.

Agree	Disagree	Unknown
11	7	2

Additional comments about the goal-setting process:

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Parent Post Goal-Setting Survey Results

Site B

Parent Post Goal-Setting Survey

Directions: As you are aware, your child spent first semester working towards a writing goal that they set at the beginning of the school year. Please take a few minutes to fill out this survey so that you can help me determine how your child's goal setting experience went.

1. I was informed of my child's writing goal this year.

Agree	Disagree	Unknown
19	2	

2. Student writing goals were **created by my child** instead of his/her teacher.

Agree	Disagree	Unknown
19		1

3. The teacher continuously reviewed my child's progress toward his/her personal goal.

Agree	Disagree	Unknown
19	1	1

4. I was informed of my child's writing progress this year.

Agree	Disagree	Unknown
19	1	1

5. I have seen growth in my child's writing due to goal setting.

Agree	Disagree	Unknown
19	2	

6. To my knowledge, my child attained his/her writing goal.

Agree	Disagree	Unknown
15	4	2

Additional comments about the goal-setting process:

_____

_____

_____

_____

_____

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Appendix J
Student Post Goal-Setting Survey

Site A and B

Student Post Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see how you felt about your goal setting experience in writing. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____

_____

_____

_____

2. Did you meet your writing goal for first semester?

Completely Partially Not at all

3. Did you have a chance to share your writing goal with your parents?

Yes No I don't know

4. Did you and your teacher keep track of how you were doing on your writing goal?

Yes No I don't know

5. Did you improve your writing because of your goal this year?

Yes No I don't know

Additional comments about the goal-setting process:

_____

_____

_____

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Student Post Goal-Setting Survey Results

Site A
Classroom 1

Student Post Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see how you felt about your goal setting experience in writing. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____
_____
_____
_____

2. Did you meet your writing goal for first semester?

Completely	Partially	Not at all
13	6	2

3. Did you have a chance to share your writing goal with your parents?

Yes	No	I don't know
11	5	5

4. Did you and your teacher keep track of how you were doing on your writing goal?

Yes	No	I don't know
19		1

5. Did you improve your writing because of your goal this year?

Yes	No	I don't know
16		5

Additional comments about the goal-setting process:

_____
_____
_____

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Student Post Goal-Setting Survey Results

Site A
Classroom 2

Student Post Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see how you felt about your goal setting experience in writing. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____
_____
_____
_____

2. Did you meet your writing goal for first semester?

Completely	Partially	Not at all
7	7	7

3. Did you have a chance to share your writing goal with your parents?

Yes	No	I don't know
13	2	6

4. Did you and your teacher keep track of how you were doing on your writing goal?

Yes	No	I don't know
15		6

5. Did you improve your writing because of your goal this year?

Yes	No	I don't know
16	2	3

Additional comments about the goal-setting process:

_____
_____
_____

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Student Post Goal-Setting Survey Results

Site B

Student Post Goal-Setting Survey

Directions: Please answer the following questions honestly, so that I can see how you felt about your goal setting experience in writing. If you don't know the answer to a question, circle "I don't know."

1. In your own words, tell me what it means to set goals for yourself:

_____
_____
_____
_____

2. Did you meet your writing goal for first semester?

Completely	Partially	Not at all
𝍸 𝍸 I	𝍸	𝍸

3. Did you have a chance to share your writing goal with your parents?

Yes	No	I don't know
𝍸 𝍸 𝍸	III	III

4. Did you and your teacher keep track of how you were doing on your writing goal?

Yes	No	I don't know
𝍸 𝍸 𝍸 IIII		II

5. Did you improve your writing because of your goal this year?

Yes	No	I don't know
𝍸 𝍸 𝍸 II	III	I

Additional comments about the goal-setting process:

_____
_____
_____

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Appendix K
Consent to Participate in Research Study

Site A and B

Saint Xavier University
Consent to Participate in a Research Study
Improving Student Writing Through the use of Goal Setting

Dear Parent of Guardian,

I am currently enrolled in a master's degree program at Saint Xavier University. This program requires me to design and implement a project on an issue that directly affects my instruction. I have chosen to examine student goal setting.

The purpose of this project is to set writing goals. It will help your child measure their growth in writing and take more ownership within their education.

I will be conducting my project from September 2002, until January 2003. The activities related to the project will take place during regular instructional delivery. The gathering of information for my project during these activities offers no risk of any kind to your child.

Your permission allows me to include your student in the reporting of information for my project. All information gathered will be kept completely confidential, and information included in the project report will be grouped so that no individual can be identified. The report will be used to share what I have learned as a result of this project with other professionals in the field of education.

Participation in this study is completely voluntary. You may choose to withdraw from the study at any time. If you choose not to participate, information gathered about your student will not be included in the report.

If you have any questions or would like further information about my project, please contact me at 830-3500 x126.

If you agree to have your child participate in the project, please sign the attached statement and return it to me by Wednesday, September 18th.

Sincerely,

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Appendix L
Consent to Participate in Research Study

Site A and B

Saint Xavier University
Consent to Participate in a Research Study
Improving Student Writing Through the Use of Goal Setting

I, _____, the parent/legal guardian of the minor named below, acknowledge that the researcher has explained to me the purpose of this research, identified any risks involved, and offered to answer any questions I may have about the nature of my child's participation. I freely and voluntarily consent to my child's participation. I understand all information gathered during this project will be completely confidential. I also understand that I may keep a copy of this consent form for my own information.

NAME OF MINOR:_____

_____ _____
Signature of Parent/Legal Guardian Date

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